ANNUAL REPORT VOLUME 1

EDUCATION 1984-85

WEST VIRGINIA DEPARTMENT OF EDUCATION

Seventy-second Report

(Thirty-first Annual Report) of the State Superintendent of Schools

Volume I

State of West Virginia
For the period

July 1, 1984
to
June 30, 1985

Tom McNeel
State Superintendent of Schools

State of West Virginia
Department of Education
Charleston
25305

TOM McNEEL
STATE SUPERINTENDENT
OF SCHOOLS

November 1, 1985

The Honorable Arch A. Moore, Jr.
Governor of West Virginia
Charleston, West Virginia 25305

Dear Governor Moore:

The Seventy-second Report (thirty first annual report) of the State Superintendent of Schools, Volume I, is respectfully being submitted to you with this publication. It has been prepared in compliance with the Official Code of West Virginia §§18-2-15, 18-3-8, 5-1-20 and 5A-3-28.

Under separate covers we are pleased also to present to you the Annual Report of the West Virginia Division of Vocational Rehabilitation and the Annual Report of the West Virginia Schools for the Deaf and the Blind.

Respectfully Submitted,

Richard N. Schnacke

Richard N. Schnacke
President of the State Board of Education

Tom McNeel
State Superintendent of Schools

WEST VIRGINIA BOARD OF EDUCATION

EXECUTIVE OFFICES
Charleston, West Virginia 25305

Richard N. Schnacke, President
New Martinsville, 1988

Duke A. McDaniel, Vice-President
Petersburg, 1987 *

Mrs. Patricia Full Hamner, Secretary
Buckhannon, 1991

James P. Clark, Member
St. Albans, 1986

Kendall Hall, Member
Parkersburg, 1990

Paul J. Morris, Member
Dunbar, 1989

Bob E. Myers, Member
Huntington, 1985

Mrs. Frances Seago, Member
Athens, 1992

Dr. Charles H. Wagoner, Member
Weston, 1984

EX OFFICIO MEMBER
Dr. Roy Truby **
State Superintendent of Schools

EX OFFICIO MEMBER
Dr. Leon H. Ginsberg
Chancellor, Board of Regents

* Resigned April 18, 1985
** Resigned July 15, 1985

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Deputy Superintendent

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Assistant Superintendent
Bureau of Services and Federal Assistance

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Assistant Superintendent
Bureau of Learning Systems

James Smith
Assistant Superintendent
Bureau of Finance and Administration

Introduction

School year 1984-85 was a year for putting policies into practice, when the principles of excellence started producing excellent principals and when effective school teachings started resulting in more effective school teachers.

It was a year in which West Virginia became the first state to develop measurable descriptions of what students will be expected to learn within areas of study. Entitled "learning outcomes," they were written and verified by teachers and placed on public comment before receiving state board approval this year. The learning outcomes will be implemented in a number of subject areas next school year.

During this year, the state board adopted a policy establishing its first statewide evaluation system for all education employees, with provisions for local adaptation. It requires all employees to be evaluated at least once a year and all non-tenured employees to be evaluated no less than two times a year.

In addition, the state board increased the number of units needed for graduation from high school to 21 and will require full-year attendance beginning with school year 1986-87.

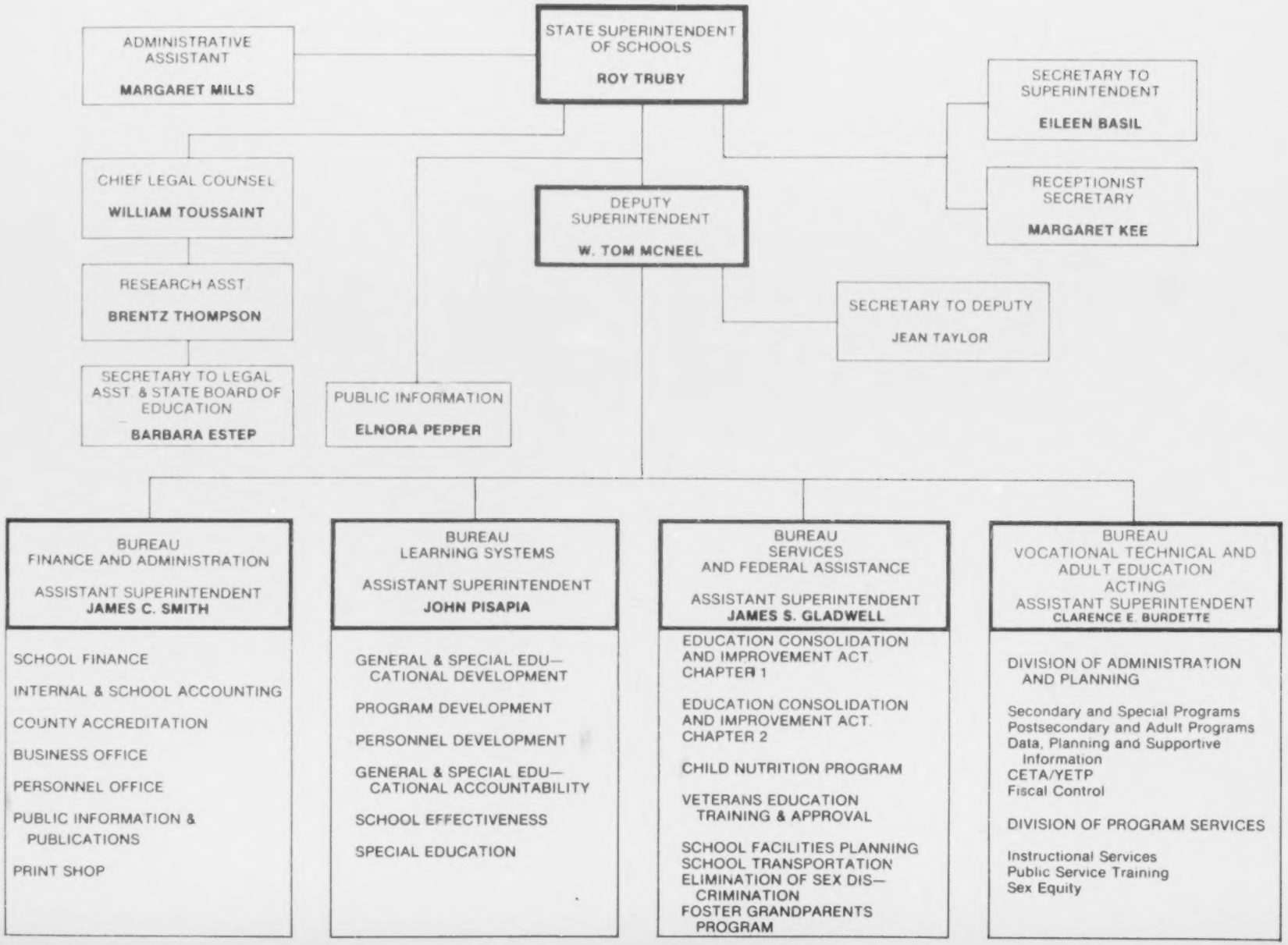
In February, the state superintendent of schools announced his resignation, effective in August, and a search began to find a new chief state school officer, who would become the twenty-first state superintendent of schools in the State of West Virginia.

This annual report, in accordance with state law, has been prepared for the Governor, to be transmitted by him to the legislature. This is a report of the role of the state superintendent and his staff, the State Department of Education, under the jurisdiction of the State Board of Education.

The first volume of this report contains the narrative account of the leadership of the state department and state board, along with recommendations of the state superintendent for needed legislation on behalf of the schools, as required by state law. Volume II, which contains the statistical summary, and Volume III, the financial summary, as customary, will be published as the vast amounts of information become available.

ORGANIZATIONAL CHART

West Virginia Department of Education



Bureau of Learning Systems

The Bureau of Learning Systems had responsibility for developing and adopting several implementation policies related to the **Master Plan for Public Education.** These policies included Policies 5310-15, Staff Evaluation; 5120.01, Professional Education Performance Objectives; 2444.01, Graduation Requirements; and 2520.01, Verified Programs of Study/Learning Outcomes. These policies were designed to assure high quality education and to implement the responsibilities and commitment of the West Virginia Board of Education to provide a thorough and efficient system of education as required in the West Virginia Constitution, **School Laws of West Virginia**, and the comprehensive court opinion, Pauley v. Bailey. Moreover, significant development work was completed by a state committee concerning the program area standards of the Master Plan in the form of criteria of excellence.

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Bureau Operations

The Bureau of Learning Systems continued to work with the chief instructional leaders network. A leadership institute related to instructional and classroom management systems. Regular and special meetings were conducted on curriculum, instruction, legislation, technology and education personnel development.

In 1984, the West Virginia Conference for Leaders of Learning focused on "Improving Quality in Education: Program School Staff." Also, planning for the 1985 conference was through a process that continued to increase statewide involvement. The conference management system was enhanced and provides step-by-step procedures for implementing this conference through the work of internal and external planning committees. The theme and program sessions of the 1985 conference were developed around the concept of "Implementing Excellence in Education: Best Practices and Models."

Staff from the bureau worked on a liaison basis with staff in the Bureau of Finance and Administration to ensure that Policy 2320 and 2321 were revised to incorporate the amended programmatic components of Policy 2510. Moreover, bureau staff provided written verification statements related to bureau policies for inclusion in Policy 2321.

During the 1985 legislative sessions, the bureau continued to coordinate the department legislative bill analysis process. All bills were reviewed and assigned by bureau staff to members of the department legislative committee, using the process designed in 1984. Members of the bureau attended meetings of the department legislative committee and the Public Education Interim Committee of the West Virginia Legislature in order to provide the perspective of the bureau in top level planning processes.

The research and information systems staff was responsible for coordinating the management information system. This involved reviewing plans for the design and use of data collection forms and procedures and coordinating the development and use of data processing procedures.

The major activities that resulted in information for planning and decision-making included: (a) enrollment projections for all counties and the state; (b) implementation of a system for reporting trend data at the state, regional, county and building levels; (c) analysis of data for a number of reports and studies; (d) technical assistance in the development of a special education management information system; (e) assistance in preparing data for computer processing; (f) coordination of a department-wide effort to acquire a new system of microcomputer and word processing equipment; (g) review and acquisition of microcomputer software for use by bureau staff and the training of members to use the software; (h) receipt and transmission of messages for several electronic mail systems; and (i) leadership

service agency and department personnel in the planning and implementation of data management activities.

Office of Educational Program Development

The Office of Educational Program Development has four units: (a) General Education Program Development, (b) Special Education Program Development, (c) Student Support Services and (d) Textbook Adoption/Data Management. The office is primarily responsible for providing leadership, service and technical assistance in a comprehensive system of student learning models, curricular structures, instructional strategies, administrative services, and evaluation designs for enhancing and verifying the performance of students in early childhood, middle childhood, adolescent and adult education program.

The general education programs of study verification involved 16 counties, 212 schools, and 1,463 teachers.

General Education Program Development

In accordance with state board approved procedures, **The Master Plan for Public Education, Policy 2100 - Educational Goals for West Virginia, Policy 2422.01 - Assuring the Quality of Learning in West Virginia Public Schools: Learning Outcomes** and **Policy 2510 - Regulations for General, Vocational and Special Education Programs,** five programs of study were verified and adopted. They are: driver education, health, foreign language, social studies and mathematics.

Statewide task forces on the education of behavior disordered students and the education of gifted students completed comprehensive reports in the respective program areas.

The general education programs of study verification involved 16 counties, 212 schools, and 1,463 teachers. The process resulted in the collection of 3,008 verifications. In addition, 23,058 comments by experienced, practicing and certified teachers were compiled and analyzed. During the public comment period, 5,724 comments were received and reviewed as a basis for revising the learning outcomes. A total of 13 verification follow-up meetings were conducted for 198 participants in the verification counties.

The General Education, Special Education, and Student Support Services Unit directed major learner centered projects which provided for direct recognition of student achievements.

The General Education Unit was involved individually and collectively in numerous state programs and activities and processes to assist students, parents and local/regional educational agencies. These programs: (a) developed technical assistance materials for art, reading, mathematics, and science; (b) developed learning outcomes and programs of study for health, safety, and physical education; (c) conducted 12 learner centered programs; (d) secured grants to provide 25 regional computer systems; (e) presented certificates of recognition for teachers and students; (f) conducted numerous workshops and inservice and continuing education presentations related to curriculum and instruction; and (g) prepared local state and national presentations. In addition the unit staff has served on numerous internal committees related to textbook adoption, facilities, criteria of excellence, graduation requirements, data management, secretarial handbooks, state conferences, personnel interviews and policy review and technical assistance planning teams.

Special Education Program Development

The Special Education Program Development Unit has been involved in major development projects that define educational programs for students receiving special education services. Statewide task forces on the education of behavior disordered students and the education of gifted students completed comprehensive reports in the respective program areas. Each document included a study of studies, an educational program statement, program delivery, program assurances, recommendations and an action plan for implementation roles and responsibilities. Each was accepted by the state board with a directive to develop any necessary policies, rules and/or regulations to implement the reports. A draft document establishing the same framework has been developed by a task force on the education of educable mentally impaired students. Due to a

vacancy in the position of coordinator for mentally impaired, final revisions of the report have been delayed. A task force on the education of communication disordered students was also appointed. The study of studies, which was conducted by a nationally recognized expert in the field, served as a substantive data base for the development of a draft document in communication disorders which the task force initiated.

The unit coordinator was instrumental in the development of the Criteria of Excellence for each of the twelve categorical program areas in special education. The unit was also responsible for assisting the eight RESA special education coordinators in fulfilling goal three of their contracts with the department. In order to implement this goal the following projects were developed: "A Model For Selecting Learning Outcomes for Exceptional Students," "Utilization of Learning Outcomes: Alignment and Resource Development," and "Interfacing Learning Outcomes with Existing Data Bases." Additional responsibilities of the unit included the development and implementation of the West Virginia Johns Hopkins Awards Program for Mathematics and Verbal Talent Search and the Governors Honors Academy, a four week intensive learning experience for 150 gifted and talented students.

Student Support Services

The primary purpose of the unit is to design, develop, implement, monitor, evaluate and reconceptualize student support services and educational programs.

There are four staff members who work directly with social services and attendance workers, school counselors, school psychologists, safety and driver education teachers, health educators, school librarians/media specialists and athletic trainers. Liaison relationships include the state organizations representing student support services personnel; Department of Health, Human Services, Highways, Motor Vehicles, Public Safety and Labor; Commission on Children and Youth and State Task Force on Adolescent Pregnancy and Parenting.

In cooperation with the Board of Regents and the American College Testing Company, 30,000 **Making High School Count** booklets were distributed to ninth graders. With the addition of a Coordinator for Health Services and Health Education, increased technical assistance occurred in these areas. During the six months of employment from December 17, 1984 to June 30, 1985 six products were generated ranging from a school nurse handbook to a summer workshop for 20 participants.

Learning outcomes for a health education program of study were verified. This involved 16 counties, 550 verifications by certified, practicing teachers and analyses of 3,008 comments.

Pilot projects in health education involving two counties and 600 students were started. The programs are to be continued in 1985-86.

The coordinator for Attendance Safety and Driver Education edited and printed the WVASSA Handbook which was distributed to 135 social services and attendance workers and county superintendents. County attendance directors' monthly reports for 1984-85 were processed. Fifteen thousand copies of the counselor brochure were distributed.

Textbook Adoption/Data Management

The Textbook Adoption/Data Management Unit completed textbook adoptions, using generic and specific evaluation criteria for Group III - Social Studies, World Geography, West Virginia Studies, American Government, Art and Music [Early Childhood Education and Middle Childhood Education] and American History, World Cultures, Contemporary America and Economics [Adolescent Education]. Bids were received from 27 publishers, which resulted in 81 bonds and eight substitutions. A national field test using adhesive bound textbooks was cooperatively monitored in Wetzel County Schools.

In cooperation with the Board of Regents and the American College Testing Company, 30,000 **Making High School Count** *booklets were distributed to ninth graders.*

The Governor's Honors Academy was a four week intensive learning experience for 150 gifted and talented students.

Pilot projects in health education involving two counties and 600 students were started.

Data Management activities included pertinent bureau, office and unit tasks related to the bureau's management information system. Included in these activities were the 55 County Adoption Reports (2,279 items; 33 reports returned for correction) for Group II and the Basal Textbooks School Utilization Reports for Group I (17,445 items) from all schools. There were 49 exemptions granted, which included 16 **additional** adoptions, 12 **guaranteed use** (grades 7-12), 20 **continued use** from the most recently expired multiple list and one state board approved.

. Teacher preparation institutions with a total of 296 programs were approved by the state board in March. The remaining 153 programs were approved at two subsequent dates.

Office of Educational Personnel Development

This office has responsibilities for a comprehensive system of personnel development through these major components: initial training, staff development and certification. The office staff worked in both regulatory and technical assistance capacities to assist county school districts and institutions of higher education in developing high quality personnel programs. Particularly noteworthy at the office level were the efforts to assist counties in meeting requirements for Policy 2320 and 2321 county accreditation preparation, to assist colleges in understanding the flexibility and accountability provision of Policy 5100; to assist counties in meeting personnel evaluation guidelines and training personnel to implement the new evaluation policies; to restructure certification patterns in order to comply with the Master Plan for Public Education; and to provide a data base for future personnel policy and practices decisions.

Teacher Education Unit

The teacher education unit worked closely with the 18 institutions of higher education which offer programs for the preparation of educational personnel. The primary focus on the teacher preparation institutions and the unit was to review and revise programs for refiling under Policy 5100 **Assuring the Quality of Learning in West Virginia Schools: Plan for Professional Development Development Educational Personnel** which was adopted by the State Board in April 1982 with a scheduled implementation for fall 1985.

Refiled Programs. Educational Personnel Preparation Advisory Committees established at each institution have reviewed and submitted to the West Virginia Department of Education 449 programs for state board approval. The refiled programs were modified to conform to the currently approved programmatic levels approved by the state board and to incorporate the job related objectives in nine content specialization areas. Institutions were requested to file programs by February 15 in order to assure approval of programs by fall 1985. Teacher preparation institutions with a total of 296 programs were approved by the state board in March. The remaining 153 programs were approved at two subsequent dates. By the opening of the fall term, only one program, Vocational Administrators, remained unapproved. Current approval for reading specialist and superintendents programs (offered at the three graduate institutions) was extended until August 31, 1986, to allow for the development of job-related objectives and content specialization tests which are scheduled for FY-86.

New Programs. Wheeling College applied for approval to offer an educational personnel preparation program for mathematics teachers. On-site program reviews were also conducted by visiting teams at two campuses (Glenville State and West Virginia Wesleyan) for the approval of programs for athletic training.

Standards Setting and Tests Development. The department, under contract with Educational Testing Service, conducted a preliminary standard setting of minimum proficiency scores on the Pre-Professional Skills Tests (reading, writing, and mathematics) and the ACT College Outcomes Measures Program (speaking). This procedure involved nine higher education faculty members and administrators, eight public school teachers and administrators, and one state department representative. The tests are scheduled for implementation in fall 1985.

A fourth component of the teacher education program, the content specializations, continued under development. The department contracted with National Evaluation Systems for the development of 10 tests in the following specializations: art, business education, early childhood education, French, consumer and homemaking, industrial arts, school library media, music, physical education and Spanish. Each test required the appointment of 10 member committees, thus a total of 200 persons were involved with 61 representatives from higher education, 129 from the public schools, and 10 from the department.

Development of New Content Specialization Objectives. A preliminary draft of program development objectives for school nurses has been developed. These tentative objectives have been submitted to school nurses throughout West Virginia to determine to what extent the proposed objectives are job-related. Some preliminary meetings have been held also with personnel seeking approval for the development of program objectives in drama.

Staff Development Unit

The staff development unit coordinated the implementation of continuing education for educational personnel, Policy 5500; coordinated a network of teacher education and professional development centers; and assisted in the development of training programs for specific school staff groups, e.g., vocational educators, school nurses and special education teachers.

The continuing education programs provided training to meet the changing job-related needs of public school educators. The programs required and received high level involvement from teachers and council members. Futhermore, they resulted in more active, positive involvement of educational personnel.

Teacher Education and Professional Development Centers. The staff development unit continued to provide support to the two teacher education centers and the three professional development centers in West Virginia. Some of the center activities included placing student teachers, addressing the needs of beginning teachers, offering training to supervising teachers, and providing staff development activities for professional educators in RESA V, VI, and VII.

Beginning Educator. The continuing education subcommittee of the West Virginia Advisory Council on Professional Development of Educational Personnel developed a concept paper for the professional development of beginning educators. As a result of Policy 2510, the concept paper for beginning educators was incorporated into the comprehensive system of staff development.

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Evaluation and Incentives. The West Virginia Board of Education appointed an advisory committee on evaluation and incentives. The staff development unit played a major role in assisting that committee to develop a standardized comprehensive employee evaluation system. On January 11, 1985, the state board adopted Policy 5310, Staff Evaluation. As a result of this policy, the staff development unit developed and designed regional workshops on staff evaluation to assist county personnel in developing their local staff evaluation policies.

Special Education and Comprehensive System of Personnel Development. The unit reviewed and approved 55 county CSPD needs and objectives plans. Also, the unit assisted in the development of a grant proposal by West Virginia University personnel focusing on training principals in special education processes. This project involves administrators from RESA V, VI, VII, and VIII. The unit also has coordinated a series of meetings with representatives from counties, colleges universities, and institutions in designing an assessment delivery system for certifying severely and profoundly handicapped and behavioral disorders teachers in institutional settings.

Staff Development for Learning Outcomes. The staff development unit worked jointly with county personnel and

the Office of Educational Personnel Development in the design of guidelines for writing planning grant proposals. These proposals are RESA based and funded and emphasize staff development relevant to incorporating state adopted learning outcomes.

Revised Policy 5500. Policy 5500 was revised to reflect more closely current policy formation and terminology. This policy was reorganized to correspond with the unit's process of staff development as approved by the continuing education subcommittee of the West Virginia Advisory Council on Professional Development of Educational Personnel.

Certification Unit

The certification unit achieved several major goals which resulted in increased efficiency of certificate processing, liaison roles to counties and colleges, improved relationships with counties from a service orientation and improved communication with other offices within the bureau and the department.

This change has resulted in a less than three week turnaround time from the date an application is received to the date the certificate is mailed.

Increased Efficiency. With the appointment of a unit coordinator, the certification unit implemented a procedure which continued to streamline the application processing procedures. This change has resulted in a less than three week turnaround time from the date an application is received to the date the certificate is mailed.

Original certificates issued through West Virginia institutions of higher education included 1493 teaching certificates, 86 service certificates, and 132 administrative certificates.

Processing Applications. During the year, approximately 16,000 applications were received and reviewed. These included requests for professional teaching, administrative and service certificates; temporary licenses; salary classifications; permits and authorizations. Staff continued processing of original certificates of three institutions of higher education at the end of each semester which resulted in more efficient, accurate and timely processing of applications. Original certificates issued through West Virginia institutions of higher education included 1493 teaching certificates, 86 service certificates, and 132 administrative certificates.

The certification unit coordinated a data processing reporting system which will reflect more accurate data relative to trends in certification and will provide information to each department staff member related to his/her area of responsibility within public school programs of study.

Interstate Reciprocity. Participation in the Interstate Certification Contract Administrators Association continued with 28 states cooperating. West Virginia continued to hold a leadership position within the compact. The office director, who is national chairman of the Contract Administrator Association, represented the state at both the Interstate Certification Compact and National Association of State Directors of Teacher Education and Certification meetings during the year.

New Certification Patterns. New certification patterns which related to the **Master Plan for Public Education** were approved by the state board for implementation as of July 1, 1985. Unit staff met with various professional organizations to discuss implications for certification as a result of these patterns.

Other Activities. The certification staff assumed responsibility for the teacher assigment schedule and updated the area of study code listing for dissemination to the county boards of education.

Staff continued to implement tuition reimbursement procedures in accordance with legislation allowing individuals to be reimbursed for renewal credit. Approximately 950 applications were received.

Office of School Improvement

The Office of School Improvement is comprised of three units: School Effectiveness, Student Assessment and School Classification and Accreditation. The primary initiatives of the office are directed toward the improvement of education at the building level with the principal as the focal point for this effort.

The office provides interpretation recommendations to the state superintendent relating to early, middle and adolescent education levels; provides state, county, school and student test data; provides school classification and accreditation information; and compiles other reports relating to all administrative levels of public school education in the state.

School Effectiveness Unit

The unit was responsible for providing leadership, technical assistance, monitoring and policy certification as these functions apply to school programs at the early childhood, middle childhood and adolescent education levels. In addition, the unit was responsible for assisting principals and county office personnel in school improvement efforts using a process based upon the school effectiveness research.

Curriculum. In order to assist principals in curriculum improvement and implementation, the unit provided:

1. Policy clarifications regarding program offerings at early childhood, middle childhood and adolescent education specified in Policy 2510.
2. Sample schedules at the middle childhood level.
3. Technical assistance in the form of worksheets of program offerings and time allocations charts.
4. A year-long study of graduation requirements which resulted in one additional unit of science and 21 units required for graduation at the adolescent level.

Extracurricular. To provide guidance in developing extracurricular activities, the unit provided:

1. Recommendations for modifications and interpretations to Policy 2436.10, Participation in Extracurricular Activities.
2. Liaison with the Secondary School Activity Commision in the implementation of policy.
3. Information to teachers and principals regarding extracurricular activities.

Staff Development. Staff development activities includes:

1. Three adolescent education drive-in-seminars.
2. Middle childhood leadership seminar for principals and county office administrators.
3. Fall conference for middle childhood education for principals, county administrators and teachers.
4. First West Virginia principals' academy which included the 10-day summer residential session and two follow-up sessions. The academy resulted in completion of improvement plans to implement the characteristics of effective schools in the 53 schools represented. These improvement plans were jointly funded by the county school systems and the department.
5. A comprehensive school improvement process in Cabell, Jackson, and Hancock counties and seven individual schools. Using the school effectiveness inventory developed by the unit, data were provided at 59 schools.

First West Virginia principals' academy which included the 10-day summer residential session and two follow-up sessions.

Management Information. On-going data management collections included:

1. Exceptions to teacher-pupil ratio, grades, policy 2442.3. West Virginia Code 18-5-18a grants authority to the state superintendent of schools "... to permit more than twenty pupils per teacher in a specific kindergarten classroom and twenty-five pupils per teacher in a specific classroom in grades one through six during a school year in the event of extraordinary circumstances as determined by the state superintendent after application by a county board of education." The statue also declares that "... in no event shall the superintendent except classrooms having more than three pupils above the teacher-pupil ratio ..." in grades K-6.
2. Exception to student attendance policy contained in the graduation requirements, 2444.01. Seniors who did not attend high school for at least four periods or students who did not attend for four years in grades 9-12 were granted exceptions by the county. Reasons for exceptions were attending college, attending other post-secondary study or

A year-long study of graduation requirements resulted in one additional unit of science and 21 units required for graduation

In no event shall the superintendent except classrooms having more than three pupils above the teacher-pupil ratio.

St. Marys High School, Pleasants County, was recognized as a National School of Excellence.

In terms of achievement, students performed at or above the national level on total basic skills (a composite score of reading, language and mathematics subtest.

A new kindergarten approval process was developed and used.

for compelling circumstances as defined by the county.

Recognition. Recognition programs included:

1. Selection of four adolescent and four middle level schools as West Virginia's Exemplary Schools and representatives to the National Secondary School Recognition Program. St. Marys High School, Pleasants County, was recognized as a National School of Excellence. In addition, eight early childhood schools were selected and recognized as West Virginia Exemplary Schools.

Student Assessment Unit

The State-County Testing Program (SCTP) provided testing, scoring and reporting services for nearly 110,000 students in grades 3, 6, 9 and 11. Curricular areas assessed were reading, language arts, mathematics, spelling, reference skills, science and social studies. More than 25 workshops and inservice sessions were conducted for county school systems concerning implementation and utilization of the SCTP. In terms of achievement, students performed at or above the national level on total basic skills (a composite score of reading, language and mathematics subtests) as indicated (grade percentile): 11th - 54, 9th - 50, 6th - 55 and 3rd - 57. It has been recommended that spring testing occur so that results are returned to the counties before the end of May, and that adequate support be provided to supply sufficient support materials in a timely manner.

The writing assessment component of the SCTP was field tested in 40 county systems. Twelve different assigned topics (called writing prompts) were addressed by 11,000 9th and 11th grade students. A committee of 28 teachers grades 9 and 11 (nominated by county superintendents and representing 20 counties) were trained and then scored the two-page essays using a modified holistic scoring procedure. Data from the field test were utilized to finalize the writing assessment component. It has been recommended that the component be implemented statewide in the 1985-86 school year, that an analytic scoring system which provides diagnostic information for remediation purposes be used (including an alert mechanism to identify suicidal tendencies), that West Virginia language arts teachers continue to serve as scorers and that the assessment be administered in the spring to 8th and 10th grade students prior to their entry to the 9th and 11th grades (which facilitates scoring and expedient return of results).

The Learning Outcomes Testing Program (LOTP) was initiated and a model for generating test items to measure the state board approved learning outcomes was developed. During early 1985, information sessions were held in the eight RESAs and at several conferences. During the summer of 1985, 74 West Virginia mathematics teachers were trained and then wrote over 14,000 items. These items were critiqued by five trained county math supervisors. Item writers also received graduate credit from West Virginia University and West Virginia College of Graduate Studies. It has been recommended that West Virginia teachers continue to be used in future item writing sessions, that items be written next summer in at least two additional areas, that the counties determine the use of LOTP products, and that LOTP results be used for the teaching/learning process and not for evaluation of educational personnel.

The General Aptitude Test Battery (GATB), a career awareness and planning procedure, was administered to nearly 5,000 students. In addition, nearly 30 counselors were certified and trained to use the GATB. It was recommended that the bureau counseling unit provide the training and the Student Assessment Unit provide the scoring and related technical assistance.

Classification and Accreditation Unit

The Classification and Accreditation Unit coordinated and directed operations in the 55 county school districts which led to the approval of kindergarten programs and the classification of schools both public and nonpublic. A new kindergarten approval process was developed and used

for the first time in 1984-85 which was in keeping with 1983 legislation and 1984 State Board Policies 2310 and 2510. All documents used in the school classification process were updated for 1984-85 to comply with the **Master Plan for Public Education** and State Board Policy 2510.

North Central Association Activities. Major NCA activities administered by this unit included:

1. Two series of drive-in workshops, at three locations, to improve the effectiveness and efficiency of the member schools' self-evaluation and the on-site team visitations which follow for the purpose of validating these evaluations.
2. The coordination of self-evaluation activities in 31 NCA accredited schools.
3. The coordination of external on-site teams visits to 31 member schools for validation.
4. The preparation of comprehensive evaluation reports for each of the 31 schools receiving a team visit.
5. The presentation of 202 annual evaluation reports to the NCA Commission for approval at the NCA Annual Meeting in Chicago.

In addition to coordinating and directing activities leading to kindergarten approval, school classification and NCA accreditation, unit activities included the processing of requests for information concerning the operation of nonpublic schools. Many of these requests concerned the operation of nonpublic schools under Exemptions A, B or K. Pursuant to the provisions of school law, 111 letters of approval to operate a school under Exemption K were issued.

Office of Special Education Administration

This office has leadership, service and technical assistance responsibilities for the initiation and expansion of special education programs and services to county school districts and other public agencies. It is comprised of three units: administrative services, monitoring and compliance and residential programs.

Administrative Services Unit

Data collected by the unit indicated that 50,682 exceptional students (handicapped and gifted) received special education related services at the end of the second school month, an overall gain of 2119 students (4.36%) over 1983-84. The total number of pupils served comprised 13.96% of the total school age population. The number of handicapped students served on December 1, 1984, and reported to the U.S. Department of Education for EHA, Part B funding, totaled 42,520 or 11.71% of the school age population. This was a gain of 2.82% over December 1, 1983.

Members of the department, along with other agencies, associations and groups worked extensively with subcommittees of the legislature to support continued state aid for special education. The resultant funding totaled $8,947,409.

As a result of approval of the State Plan by the U.S. Department of Education, funding was received under Part B of the Education of the Handicapped Act (EHA) during 1984-85 in the amount of $10,648,844. Also, a $229,088 Preschool Incentive Grant Award was received under EHA, Part B for providing services to handicapped children ages 0-4.

A major thrust during FY-85 was the implementation of the state plan goal of improving programs for adolescent handicapped students, including the transition from school to the workplace. In cooperation with the regional education service agencies, the Bureau of Vocational, Technical and Adult Education, Division of Vocational Rehabilitation and county school districts, a state conference was held to heighten awareness of the vocational needs of handicapped students. To assist counties, RESAs developed guides to improve the vocational programming of handicapped students and distributed them at the conference. The department also provided EHA Part B discretionary funds to the RESAs for projects aimed at meeting the transition goal. Projects funded for FY-86 include activities such as implementing the Elsmere project, a vocational curriculum for the trainable mentally impaired; providing counties with a life-centered curriculum; and training specialists to administer vocational assessment instruments.

Many of these requests concerned the operation of nonpublic schools under Exemptions A, B or K.

Currently, West Virginia has 10 Parent Training Centers, including one at Colin Anderson Center to serve the residential programs.

The unit responded to numerous requests from parents for information about special education services in West Virginia.

Monitoring and Compliance Unit

A major responsibility of the Office of Special Education Administration is assuring state and local compliance with federal and state laws and regulations pertaining to the education of exceptional children. The activities undertaken each year by the Monitoring and Compliance Unit enable the office to meet this federally mandated responsibility.

To determine local compliance with the laws and regulations, comprehensive on-site reviews of 14 county school districts were conducted by the office cooperatively as a part of the county accreditation reviews. In addition, on-site reviews of special education programs in residential facilities operated by the Department of Health and the Department of Corrections were conducted by the office. The monitoring effort included other activities, e.g., the review of funding applications and compliance plans, provision of compliance technical assistance and the preparation of materials and reports.

Compliance management activities included the maintenance of a toll-free Parent Action Line for assisting parents of exceptional students, preparation of responses to written complaints and inquiries, liaison activities with other bureaus and agencies and provision of technical assistance related to the delivery of appropriate educational and related services to exceptional students. The unit processed more than 51 formal complaints from parents and advocates regarding the provision of a free appropriate public education for exceptional students. The complaints dealt with issues such as due process rights, assessment timelines, special transportation, the provision of related services, adequate facilities, caseloads and the length of instructional day.

The unit responded to numerous requests from parents for information about special education services in West Virginia, and distributed copies of the **Regulations for the Education of Exceptional Students, Hand in Hand, A Guide for Parents**, posters and brochures to parents and county school districts.

Hearing officer panels were assigned for 32 due process hearings in 14 counties. The due process hearings pertained to placement, transportation, appropriate individualized education program and assessment. The office conducted a workshop to train 16 due process hearing officers.

The activities of the West Virginia Parent Training Project were coordinated by the office. In 1984-85, training was conducted for three local parent educator teams. Currently, West Virginia has 10 Parent Training Centers, including one at Colin Anderson Center to serve the residential programs.

The Office of Special Education Administration has also been responsible for the coordination of the State Implementation Grant (SIG) for preschool handicapped education. SIG activities conducted during FY-85 included: The establishment of the State Preschool Handicapped Advisory Council, completion of a document entitled **Early Childhood Education of the Handicapped. Review of the Literature**, and the training of two additional local interagency collaborative planning groups.

Residential Programs Unit

A primary function of this is the administration and supervision of special education programs and services maintained in the state health facilities. All school-age handicapped individuals residing in the state health facilities have available to them a free environment. Again, in support of this endeavor, the state legislature appropriated funds to provide the needed personnel and services.

Pursuant to the education of exceptional students in other agencies, a liaison relationship continued to exist with the Departments of Corrections and Human Services. Funding was provided to assist in the improvement and expansion of special education services maintained by those agencies.

Additional activities of the unit included monitoring, the provision of technical assistance and the initiation of a parent training center for parents of students residing in state health facilities.

Bureau of Vocational, Technical and Adult Education

Nearly 160,000 West Virginians were enrolled in programs during FY 85 that were planned, developed, administered, supervised and evaluated by the Bureau of Vocational, Technical and Adult Education. The bureau function as two major divisions: administration and planning and program services. This report is organized accordingly.

Administration and Planning

Secondary and Special Programs

During the year, 70,170 high school students were enrolled in secondary vocational programs administered by this unit. In addition, 1,245 post high school students were served. The job placement rate for graduates of secondary programs was approximately 78 percent. More than 67 percent of the state's secondary students were enrolled in vocational programs during this reporting year.

The unit continued a productive relationship with the special education advocacy group, Parents Advocating Vocational Education (PAVE). Unit staff also:

- Jointly operated handicapped programs involving cooperation between the bureau and vocational rehabilitation offices in Cabell, Monongalia, Putnam and Wood counties.
- Conducted eight pilot projects, addressing the weaknesses of existing evaluation procedures and explored the assignment of special educators to vocational schools.
- Organized support services to mainstream handicapped students into training areas not previously accessible.
- Continued the effort to make all vocational programs available to handicapped students.

The unit also administered program for the disadvantaged and cooperative education and placement program.

Postsecondary and Adult Programs

During 1984-85, 5,160 adults were served in adult preparatory programs conducted by 29 local educational agencies, and as postgraduates through secondary programs. New programs were started in United Career Center, Cabell, Fayette and Summers counties. The vocational bureau continued the support of all adult preparatory programs by providing funds for instructor salaries and fixed costs. Some funds also were allocated for the purchase and leasing of equipment.

In an effort to reduce the duplication of equipment and to more fully utilize existing facilities, many full-time adult preparatory programs were scheduled in late afternoon and evenings after the secondary students had finished for the day. This scheduling also better met the needs of many adults because they could be employed and attend class after work.

The vocational bureau continued to cooperate with the West Virginia Board of Regents in supporting postsecondary (associate degree) programs for 10,885 West Virginia students.

All counties in West Virginia participated in at least one adult part-time education program. More than 2,000 part time classes for adults were conducted.

New and Expanding Industry Training

New and Expanding Industry Training (NEIT) services continued to expand, serving more than 3,974 persons. Firms and agencies served included White Water Rafting Safety, Corhart

The unit continued a productive relationship with the special education advocacy group, Parents Advocating Vocational Education (PAVE).

All counties in West Virginia participated in at least one adult part-time education program.

Refractories, Volkswagon, Kanawha Valley Builders Association/Charleston Area Building & Trade Council, Union Carbide, D & E Tool Company, Sterling Faucet, Decasper Corporation, Newell Chemical Company, Parkersburg Contractors Association, Tidewater Grill Restaurant, Tri-State Greyhound Park and BASF Wyandotte Corporation.

Staff also provided a 20-hour training program for first-line supervisors employed by more than 45 firms.

Unit staff assisted several other industrial firms in developing training programs in preparation for production. Staff also provided a 20-hour training program for first-line supervisors employed by more than 45 firms.

The unit administered 80-hour and 40-hour miner orientation programs for 944 students in underground training and 1,462 students in surface training.

Adult Basic Education

Classes were conducted in all counties of the state and 40 full-time adult learning centers were in operation for 16,588 adults who were enrolled in adult basic education programs throughout the state. High school equivalency diplomas were earned by 5,448 adults who took the GED test. Participants in the ABE program included 517 English-as-a-second-language students, 1,606 institutionalized adults and 860 handicapped adults.

ABE instructional programs were broadcast by PBS stations WSWP-TV in Beckley and WNPB-TV in Morgantown.

ABE classes were conducted in elementary, middle and high school facilities, libraries, correctional centers, mental health facilities, vocational schools, hospitals, churches and community centers.

ABE instructional programs were broadcast by PBS stations WSWP-TV in Beckley and WNPB-TV in Morgantown.

The Literacy Volunteers of America (LVA) program operated programs in 14 counties and 301 adult students received individual volunteer tutoring in reading and writing.

Job Training Partnership Act/ Private Industry Council

In cooperation with various private industry councils, funds from the Federal Job Training Partnership Act were used to provide training for 2,613 students, both youth and adult, during the 1984-85 fiscal year. In meeting the diverse needs of students, these activities were conducted:

- Forty-two institutional training programs were conducted in 21 counties, with 568 students receiving instruction in skill training and/or career life preparation.
- Forty-four training sites in 33 counties provided instruction to 458 individuals through referrals to regular vocational programs such as auto mechanics, computer technology, machine shop, electronics, licensed practical nurse or plant maintenance.
- Thirty counties participated in a dropout-prevention program that involved 729 students who received individual guidance services and, if appropriate, remedial instruction in basic education, on-the-job training, and "tryout" employment with cooperating employers.
- Career education services were provided to 603 youths who were enrolled in the Governor's Summer Jobs Program.
- On-the-job training opportunities were accepted by 178 persons, placed in nine industrial sites in six counties, in occupations such as cook/chef, furniture manufacturing, or laboratory data management.

Data, Planning and Supportive Information

This unit conducted four regional program planning meetings and coordinated the preparation of the annual vocational education plan for FY-86 and the accountability report for FY-84. The unit arranged for public hearings on vocational education to be conducted in eight sites prior to development of the state plan, processed 63 local educational agency plans for vocational education, collected enrollment/termination/placement data from nearly 160,000 vocational students, conducted ten inservice workshops for vocational teachers and administrators, coordinated operation of the

Governor's Summer Youth Employment Program in ten vocational centers, maintained a complete file of local and state vocational personnel and maintained liaison with the department of vocational rehabilitation and with various agencies concerned with civil rights.

Data were accumulated and analyzed for many studies and reports and for use in program planning at the state and local levels. Unit staff prepared plans and reports required by the U.S. Office of Civil Rights, participated in evaluation of vocational programs in 14 counties and two postsecondary institutions, maintained an inventory of vocational equipment at state and local levels, coordinated activities relating to construction and/or renovation of vocational facilities and provided services relating to safety in vocational classrooms and laboratories.

Administration

Staff prepared and reviewed state and local plans and accountability reports, monitored fiscal expenditures at state and local levels, prepared and distributed procedural and policy changes, cooperated with the state joint apprenticeship and training committee, assisted in coordinating training programs through the Governor's Office of Economic and Community Development, planned and conducted three statewide conferences for local and state vocational administrators and assisted in planning and conducting a statewide conference for all vocational personnel.

Sex Equity

The sex equity program was designed to assist the state board of education in providing equal educational opportunities in vocational education programs for males and females. The intent was to eliminate sex discrimination and sex stereotyping from all vocational programs.

In 1984, five projects were conducted to overcome sex bias and stereotyping. These were held at United Career Center in Harrison County, Hampshire County Career Training Center, Wetzel County Career Center, Barbour County and Wheeling Park High School in Ohio County. Three projects were conducted for support for women in Mercer, Kanawha and Ohio counties.

Three projects were conducted for support for women in Mercer, Kanawha and Ohio counties.

Ten county evaluations for the purpose of reviewing civil rights were held. Two county continuing education programs and two inservice programs for graduate credit were presented in cooperation with Marshall University.

In addition, 63 LEA plans were reviewed for the purpose of analyzing advisory council composition and evaluating goals and objectives for overcoming sex bias and stereotyping.

Program Services Division

Staff in this division, in addition to regular responsibilities for vocational curriculum and instruction, also:

- Assisted vocational schools in achieving North Central Association (NCA) accreditation (West Virginia's 26 accredited schools are the most in any NCA state).
- Evaluated vocational programs in 14 county school systems.
- Conducted inservice on the installation and utilization of software and assisted in the installation of the microcomputer networks at 29 locations.
- Achieved national recognition in planning and implementing the West Virginia Microcomputer Educational Network.
- Assisted in the development of standards for educational quality in consumer and homemaking, industrial and technical, business, vocational agriculture, marketing and distributive, diversified cooperative, industrial arts, prevocational exploration and health occupations education.
- Coordinated inservice and preservice training institutes through county boards of education, colleges and universities.
- Coordinated the procurement of microcomputer software for instructional purposes in vocational agriculture, industrial and technical, health occupations, and business education

West Virginia's 26 accredited schools are the most in any NCA state.

Staff achieved national recognition in planning and implementing the West Virginia Microcomputer Educational Network.

and software for teaching keyboarding and vocabulary skills in all occupational areas.
- Assisted with revision of teacher education standards.
- Disseminated competency-based curriculum on a regional basis.
- Developed and verified learning outcomes for thirty-six (36) vocational curriculums.

Approximately 95 percent of the high schools in the state offered the Adult Roles and Functions class to juniors and seniors.

A majority of the vo-ag departments are connected nationwide by AgriData, America's Agricultural Information and Computing Network.

A male West Virginian served as a National FHA officer and is a student representative to the National Board of Directors.

Instructional Services

Vocational Agriculture

The vocational agriculture/business program enrolled 5,820 secondary students and more than 1,200 adults in full and part-time programs in schools throughout the state. Many programs were diversified and expanded to meet the many and varied needs of those being served. A number of teachers of vocational agriculture expanded their program offerings and included cooperative vocational training in the off-farm agricultural occupations dealing with such areas as food products (animal processing), agricultural machinery sales and service, horticulture and agricultural mechanics. Continued emphasis was also placed on computers in agriculture. Many teachers were involved in computer in-service workshops and have acquired computers for use in their instructional programs. A majority of the vo-ag departments are connected nationwide by AgriData, America's Agricultural Information and Computing Network. Vo-Ag teachers were also extensively involved with inservice training dealing with agricultural mechanics. The Future Farmers of America (FFA) organization membership is 5,117.

Health Occupations

There were 1,264 secondary and 1,098 adult preparatory students enrolled in health occupations education programs during the year. Technical assistance was provided to several counties to modify and update programs to a new level of effectiveness coinciding with the needs of the health care industry. Staff assisted counties in starting new programs, revised the evaluation instruments for all health occupations programs and developed learning outcomes for two programs. Membership in the Vocational Industrial Clubs of America (VICA) student organization increased with over one-half of the students participating in state leadership and skill events.

Consumer and Homemaking and Occupational Home Economics

Consumer and homemaking classes involved 21,586 secondary students with an additional 1,190 secondary students and 37 adult preparatory students enrolled in occupational home economics programs. Approximately 95 percent of the high schools in the state offered the Adult Roles and Functions class to juniors and seniors. In its third year as a new home economics class for ninth and tenth graders, STEPS (Surviving Today's Experiences and Problems Successfully) was taught in 71 percent of the state's high schools. Inservice workshops were held to help teachers successfully implement the STEPS curriculum. Learning outcomes were developed for occupational food service programs.

West Virginia received recognition for having the largest state increase in Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) membership in the North Atlantic Region. West Virginia's membership is composed of 183 chapters and 3,603 members. State sponsored activities involved 1,796 members and advisers at the regional level and 1,064 at the state level. Of the twenty FHA/HERO members who attended the National FHA/HERO Leadership Meeting in Salt Lake City, ten were involved in the STAR Events. West Virginia received 7 gold medals and 3 silver medals in these competitive skill events. A male West Virginian served as a National FHA officer and is a student representative to the National Board of Directors.

Business and Office Education

Business education enrollments increased to 29,079 secondary students and 882 adult preparatory students. Redirection of programs and curricula, conducting microcomputer workshops and inservice programs, and developing learning outcomes were among the main

activities of division staff. Staff continued to promote and oversee the expansion of information processing and to make microcomputers available to business classes for instruction in computer literacy and business applications. More than 2,000 Future Business Leaders of America (FBLA) attended the state competitive events and leadership conferences, and organization membership increased by 7.1 percent.

Industrial and Technical Education

The division staff supervised trade and industrial occupations programs in which 11,335 secondary and 2,244 adult preparatory students were enrolled. The staff also had responsibility for technical occupations training programs involving 837 secondary and 334 adult preparatory students. In addition to conducting program evaluations in 13 counties, the staff developed learning outcomes for 12 program areas, developed training outlines for New and Expanding Industry Training (NEIT) programs for several firms, and organized industry workshops to update teachers in their respective occupations. The Vocational Industrial Clubs of America (VICA), a vocational student organization for students enrolled in industrial, technical and health occupations programs, had approximately 6,300 members, making VICA the largest vocational youth organization in West Virginia. More than 1,000 VICA members from 45 counties participated in the state leadership and skill contests. Seventy-five students who won first place awards at the state contests competed in the U.S. Skill Olympics in Phoenix, Arizona. Twenty-three students received national recognition.

Industrial Arts

The staff had responsibility for supervising 280 teachers in industrial arts throughout the state in grades 5 through 12. Workshops were conducted for industrial arts teachers and the learning outcomes for the transportation, communications and construction curriculum in industrial arts were developed.

Members of the West Virginia Industrial Arts Student Association (WVAIASA) participated in state and national conferences. West Virginia had one first place, one second place, one third place, one fourth place, one fifth place and two sixth place winners at the national conference.

Career Education

Prevocational education programs involving 7,842 students in 127 programs operating in 47 counties were supervised by staff which also performed related evaluations, curriculum development, technical assistance and personnel development. Staff also developed an assessment unit for prevocational students and revised prevocational curricula for agribusiness and natural resources and business and office. Funds were provided to support 44 vocational guidance counselor positions and 31 vocational job placement coordinators positions. Career Exploration Clubs of West Virginia chapters were established in eight schools.

Public Service Training

The staff supervised training programs for 6,217 emergency medical technicians, 4,110 fireman, 713 policemen and 99 water and wastewater plant operators in the 55 counties. An over-the-shoulder training program for wastewater plant operators was conducted at 25 sites throughout the state. The West Virginia Environmental Training Center at Cedar Lakes was dedicated. This facility houses the classroom, laboratory and resources for the training of wastewater and drinking water treatment operators and other related workers. Six satellite sites throughout the state were designated for regional environmental training centers. Several new specialty classes, such as fast-water rescue, were initiated for emergency personnel.

Curriculum Laboratory

The West Virginia Vocational Curriculum Laboratory procured and cataloged approximately 350 new instructional materials, conducted numerous regional and national searches, disseminated 6,300 items to local teachers, sponsored or participated in 64 workshops/inservices, and hosted approximately 700 visitors to the laboratory. Competency based instructional materials were developed and/or

Seventy-five students who won first place awards at the state contests competed in the U.S. Skill Olympics in Phoenix, Arizona. Twenty-three students received national recognition.

The West Virginia Environmental Training Center at Cedar Lakes was dedicated.

Learning outcomes were identified and verified for 58 areas of study representing all vocational education service areas, with nine new curriculum guides being identified for development.

West Virginia DECA held its largest-ever Career Development Conference in Parkersburg.

purchased for cooperative education, consumer and homemaking education, truck crops, hospitality, prevocational exploration and industry/technical education.

Learning outcomes were identified and verified for 58 areas of study representing all vocational education service areas, with nine new curriculum guides being identified for development.

The laboratory continued its service of printing curricular materials, maintaining the department of education and health film libraries, and serving as the systems operation center for the educational microcomputer network.

Community Education

Staff conducted inservice and awareness sessions for educators, social services agencies and lay persons; served as liaison between the bureau and county community education personnel; coordinated two statewide workshops and a joint conference with adult education personnel. Technical assistance was provided to ten counties in fifteen on-site visits and fifteen counties via telephone contact. Fifty-five counties received information relative to implementation, promotion and improvement of community education, including statewide promotion of National Community Education Day. Staff also worked with P.T.A. to initiate parent education programs, and the Commission on Aging and the Community Education Center on Aging, Little Rock, Arkansas, to initiate intergenerational programs. Staff also served as liaison with the Commission on Aging in planning other programs and training with WVU in developing continuing education in the aging field. Additional work with the National Community Education Center on Aging involved technical assistance in the development of grants for competitive funds to be awarded through that agency and serving on the advisory council. Other agencies receiving coordinating services included the West Virginia Fund, the Center for Community Education, West Virginia College of Graduate Studies, Small Business Development Center and regional education service agencies. All counties in the state provided for services to residents beyond the K-12 program.

Cooperative Education

The 108 cooperative vocational education program, marketing and distributive education and diversified cooperative training, enrolled a total of 3,474 students. The supervisor provided technical assistance to the counties, provided teacher inservices, and conducted on-site evaluations. The West Virginia Association of the Distributive Education Clubs of America (DECA) had approximately 2,200 members. Further, West Virginia DECA held its largest-ever Career Development Conference in Parkersburg. A 75 member delegation attended the National DECA Career Development Conference in San Francisco where five members were recognized as semi-finalists.

Recommendations

That funds be made available for:

1. Providing renaissance in vocational education that allows for modernization of equipment, curriculum and teacher training.
2. Initiating additional adult programs to provide training and retraining for unemployed adults.
3. Providing new and expanding industry training to meet the needs of new plant startups and plant expansion.
4. Upgrading industrial arts equipment and replacing consumer and homemaking appliances.
5. Preventing dropouts by providing additional services and programs.
6. Serving additional adults to improve their basic literacy skills and assist them to obtain a GED in cooperation with volunteer groups.
7. Developing classes such as Principles of Technology and others related to technology and changing programs to allow students to learn skills from different occupational areas.
8. Encouraging the establishment of articulation agreements to allow for the acceptence of credit earned in secondary and adult preparatory vocational education programs to be counted toward associate degree programs.
9. Increasing prevocational exploration programs and vocational guidance programs so that all students will be involved in career assessment activities.

Bureau of Services and Federal Assistance

The Bureau of Services and Federal Assistance was charged with the responsibility for administering several major federal programs and providing leadership to county school systems in the continuation of major support services for a comprehensive educational program. The bureau administered federal funds that flow to county systems under the Education Consolidation Improvement Act (ECIA), 1981, and from US Department of Agriculture. Other federal programs administered by the bureau provided leadership to the county school systems. State funds were also administered to the counties for school food services.

Federal and state programs administered by the bureau that provided funds to county school systems were:

ECIA Chapter 1
ECIA Chapter 2
Migrant Education
School Food Services

With federal and state funds, the bureau provided leadership to county school systems and others for support services to the comprehensive educational program in these service areas:

Child Nutrition
Elimination of Sex Discrimination
Foster Grandparent Program
School Facilities Planning
School Transportation
Veterans Education and Training

The programs administered by the bureau provided necessary assistance and leadership to various areas in the implementation of the Master Plan. The report that follows details the contribution each area made to the comprehensive educational program in West Virginia.

ECIA Chapter 1

Federally funded compensatory education programs in West Virginia are under P.L. 97-35, better known as the Education Consolidation Improvement Act. The ECIA Chapter 1 program provided supplementary instructional services to educationally disadvantaged children who reside in school attendance areas with a high incidence of poverty. Most of the Chapter 1 programs were in grades 1-6. Additionally, Chapter 1 programs were funded to provide supplementary educational activities in state institutions housing handicapped, neglected and delinquent children.

During FY 1985, $28,329,425 of Chapter 1 funds were allocated to the 55 counties for programs to serve educationally disadvantaged children from low income areas.

During FY 1985, $28,329,425 of Chapter 1 funds were allocated to the 55 counties for programs to serve educationally disadvantaged children from low income areas. These fund supported programs of remediation in reading and mathematics and limited supportive elements, such as health and medical services. Approximately 31,000 public and private school students throughout the state received these services from 500 teachers and 750 teacher aides.

Additionally, $132,025 of ECIA Chapter 1 funds were allocated to the West Virginia Schools for the Deaf and the Blind to supplement the existing education program. Local school districts enrolling deaf and blind children were allocated $3,561. The West Virginia Department of Health operated Chapter 1 programs in thirteen institutions with an allocation of $405,200. Children previously housed in state health institutions who are enrolled in public schools received $126,079. State institutions housing neglected and delinquent children received an allocation of $193,277 to supplement their educational program. Also, $112,671 of Chapter 1 funds was expanded to provide special education programs for children of migratory farm workers in Berkeley, Hampshire and Jefferson counties. During FY 1985, the Chapter 1 office provided technical assistance to 13 counties in preparing project applications under P.L. 81-874 to provide financial assistance when impacted by federal properties.

It appears that the ECIA Chapter 1 program had a positive impact on the students served.

The Chapter 1 office also provided supervision to the state facilitator operating under the National Diffusion Network Program to disseminate nationally validated and recognized programs that work.

Taking into consideration those variables that cannot be controlled and conditions under which evaluation data were collected, it appears that the ECIA Chapter 1 program had a positive impact on the students served.

National Diffusion Network (NDN)

In April 1985, the office of the state facilitator for the National Diffusion Network Program was relocated from Elkins to the State Department of Education in Charleston. During the past year, six exemplary programs were adopted by thirty-six West Virginia schools, affecting approximately seven hundred students. Training sessions were conducted by program developers from various states in the areas of reading, reading readiness, mathematics, special education, computer technology and upgrading teaching skills.

The facilitator's office disseminated to West Virginia educators a wide range of information pertinent to the 300 federally validated projects sponsored and funded by the NDN.

Counties were surveyed by the office for purposes of assessing programmatic needs. Once needs were identified, programs were introduced to and adopted by school personnel. Assistance was then provided during all phases of implementation to include monitoring of progress and final evaluation of program effectiveness.

ECIA Chapter 2

Chapter 2 of the Education Consolidation and Improvement Act, 1981, was also known as the Education Block Grant program. Its purpose was to transfer authority and responsibility to state and local education agencies with minimum of paperwork and with complete discretion in the use of funds at the local level.

In FY 85, West Virginia received $3,711,482. Approximately 20% of that amount, ($754,296), was retained for use at the state level. The 60 agencies were the 55 county boards of education, the eight regional education service agencies, the Schools for the Deaf and the Blind, the department of education for students in health institutions and the department of corrections.

During FY 85 the first evaluation of Chapter 2 was completed. It was observed that the local education agencies preceived that they had complete discretion in the use of funds and that the paperwork burden had been reduced. The law required that the distribution of funds to the LEAs include criteria, to provide higher pupil allocations to local education agencies which have the greatest numbers or percentages of children whose education imposes a higher than average cost per child. The funds were used at the local level in the following areas:

- 4% in Mathematics
- 9% in Reading and Language Arts
- 2% in Gifted and Talented
- 2% in Guidance and Testing
- 3% in Career Ed.
- 21% in Computer Literacy
- 7% in Dropout Prevention
- 8% in Staff Training and Development
- 30% in Library Media Programs
- 2% in Classroom Management Technique
- 2% in Administrative Cost

The same evaluation indicated that the funds were used to purchase the following:

- 36% for Instructional Materials and Supplies
- 43% for Equipment
- 13% for Personnel
- 6% for Stipends Consultants
- 2% for Administrative Cost

The funds retained at the state level were used to continue programs established under ESEA V for strengthening the state education agency. The funds allocated for use by the local education agencies were used to meet the administ agencies were used to meet the educational needs of the agencies.

Elimination of Sex Discrimination

The Office for Elimination of Sex Discrimination has provided in the past and continues to provide, technical assistance to the 55 county boards of education under the State Title IX grant for assistance with sex desegregation in West Virginia public schools. This project is regulated by Title IX of the Education Amendments of 1972 and is funded under Title IV of the Civil Rights Act, 1964. The technical assistance office provided counties, parents and students with materials and brochures on sex equity covering educational programs and activities (including co-educational physical education, athletics, advanced science and math classes, home economics), fairness in language, the rights of married and/or pregnant students, the rights and responsibilities of employees, non-sexist counseling, sex fair testing and human relations. This office has developed a Title IX brochure, "Toward Sex Equity in Guidance and Counseling," to assist counties in providing equity to students when being provided materials, being counseled or being tested, and also a book, **Complying with Title IX in Physical Education and Athletics**, which is in final draft and will provide Title IX regulatory requirements and related policies.

The technical assistance office provided counties, parents and students with materials and brochures on sex equity covering educational programs and activities.

Child Nutrition

The state department administers all child nutrition programs available through the United States Department of Agriculture. These programs operate under the authority of the National School Lunch Act of 1946 and the Child Nutrition Act of 1966, as amended in 1981 by Public Law 97-35. The feeding programs authorized under these acts provide federal funding for nutritionally adequate meals and/or supplements to children in attendance at public and private schools, child care and Head Start centers, residential child care institutions, summer camps and family day care homes. Under this program school lunches and breakfasts were made available to all children attending public school (with the exception of four schools not participating in the school lunch program and six schools with waivers of the school breakfast program).

Lunches/breakfasts were served in 23 private schools and 48 residential institutions serving school-age children. Special milk was provided in 10 private schools and 26 summer camps in lieu of meal service. For preschool children, meals/supplements were provided by 97 child care and Head Start sponsors and nearly 900 family day care homes. During the summer of 1985, 96 local sponsors provided summer feeding programs for children. In addition, the Nutrition Education and Training Program provided $50,000 for dissemination of nutrition education materials to children and for in-service training of food service personnel. Federal funding for the various child nutrition programs amounted to nearly $38 million for FY 1985.

Under this program school lunches and breakfasts were made available to all children attending public school (with the exception of four schools not participating in the school lunch program and six schools with waivers of the school breakfast program).

Foster Grandparents Program

The Foster Grandparents Program is a unique, intergenerational program that has provided and continues to provide caring, low income seniors the opportunity to work on a one-to-one basis with children who have special needs.

Approximately 142 foster grandparents were involved with more than 800 children. These seniors spent four hours daily with the children at approved locations in the nine-county service area, directing their attention to accomplishing goals outlined for them for each assigned child. The counties included Harrison, Doddridge, Taylor, Randolph, Mercer, Summers, McDowell, Wyoming and Kanawha. The locations included are elementary schools, hospital pediatric wards, detention centers, day care, headstart centers, special education classes and in-home economics.

In return for their services, foster grandparents received an hourly stipend to supplement their income. Additionally they received a daily meal, transportation costs, annual physical examination, worker's compensation coverage and regular inservice training.

The children served ranged in ages from three months to 18, while the foster grandparents' ages ranged from 60 to 88 years.

The children served ranged in ages from three months to 18, while the foster grandparents' ages ranged from 60 to 88 years.

There were no pupil facilities and only a few minor injuries to pupils on board the bus.

The transportation director and a bus inspector inspected pilot models and observed the assembly line construction of International Harvester chassis for West Virginia school buses.

This federal program, funded by ACTION, with state matching funds and in-kind contributions, is a people touching people program that brings meaning to the lives of seniors who provide a special dimension of love and support to children who need special individual attention.

School Transportation

The 55 counties operated 3,032 school buses on regular routes, transporting 285,650 pupils to school each day. There were no pupil fatalities and only a few minor injuries to pupils on board the bus. One pupil fatality occurred outside the bus, at the school loading zone when a high school pupil decided to catch a departing bus. The pupil ran from a 45 degree angle behind the bus, tripped and fell under the right rear wheel as the bus moved forward.

All school bus operators are trained in the preservice phase of the West Virginia Uniform School Bus Operator Training Program before being certified. All bus operators also annually receive training in the advanced phase of the program and refresher training in the preservice phase. Transportation division personnel assist counties with bus operator training on a limited basis. The state director conducts instructor training seminars to certify county personnel as instructors in the bus operator training program. School transportation personnel instruct bus operators in the National Safety Council's Defensive Driving Course, upon request from county administrators.

With the cooperation of the West Virginia Department of Finance and Administration, 347 buses were purchased through the central bid process. Fifty-four counties participated in the process.

The school bus inspection program, under the supervision of the Division of School Transportation, completed its seventh full year. All buses were inspected three times. Buses used in summer programs were inspected a fourth time, except in counties where defects were under the state average for each of the regular inspections. The state averages for the last inspection was .886 defects per bus. Thirty-four counties averaged less than one defect per bus. Four counties average more than two defects per bus. The transportation division continued to offer consulting assistance to the counties for planning and implementing school bus maintenance programs.

The transportation director and a bus inspector inspected pilot models and observed the assembly line construction of International Harvester chassis for West Virginia school buses. This helps to eliminate many of the problems generally associated with new buses when received by the counties.

Interest continued in the use of alternate fuels for school buses. One county continues to operate its entire fleet on liquified petroleum gas fuel. Diesel fuel continued to increase in popularity and afforded considerable savings in operation and maintenance. One chassis manufacturer now supplies only diesel-powered school buses.

Veterans Education and Training

The Division of Veterans Education and Training was responsible for the approval and supervision of courses in non-college degree institutions and apprenticeship and other on-the-job training programs in West Virginia. During FY 1985, active training establishments and institutions numbered 120.

Disaster Relief

Under P.L. 81-874 and P.L. 81-815, the federal government is authorized to provide funds for the operation and maintenance of schools, including the replacement of equipment, materials and structural damage that occurred during a natural disaster, such as flooding, and not covered by insurance or funds from other sources. Such areas must be determined a major disaster by the President upon a request from the governor. During this reporting period, flooding or other natural cause that damaged school property was not sufficient enough for a major disaster to be declared. Any flooding or other natural cause that did occur was not reported or was covered by insurance that

is required for participation under these laws for any declared major disaster following the initial involvement of the federal government.

School Facilities Planning

The Division of School Facilities Planning was responsible for the coordination of the better school building construction program in the public schools.

In addition to assisting the county boards of education in revisions and amendments to their comprehensive educational facilities plans, site selections, project surveys and final inspection of completed facilities, the division staff coordinate the department's activities related to the review and approval of plans and specifications for building projects with the department's bureau of vocational, technical and adult education, the state fire marshal's office, the departments of health, highways and vocational rehabilitation.

The staff reviewed and the state board of education approved 23 school construction projects during the year, totaling $29,828,940.05.

The $200 million Better School Buildings Amendment funds have made it possible for the 55 county school systems to participate in a comprehensive building program that surpasses any previous period in the state's history.

Comprehensive Educational Facilities Plans, as required by West Virginia Code 18-9C, have been approved by the state board of education for all 55 county school systems, with a total anticipated construction program budget in the amount of $742,170,756.42. This total reflects $220,139,576.13 (29.66 percent) in state Better School Buildings Amendments funds, state federal vocational and other federal funds of $75,309,623.43 (10.15 percent), local levies and other funds of $144,075,347.17 (19.41 percent), and anticipated local bond proceeds in the amount of $302,646,209.69 (40.78 percent.

Forty-nine of the 55 county comprehensive educational facilities plans were approved, contingent upon the availability of funds to be generated from local bond issues, totaling $299,117,280 local bond issues, totaling $299,117,280.69. To date 18 of the 49 counties have been unable to pass a bond referendum, plus one county was unable to pass a special excess levy for construction of a high school, hereby reducing the comprehensive plan program budgets by $122,279,866.00 in bond funds and $3,676,500 in special excess levy funds.

Tables on the following pages summarize the current status of the Better School Building Construction Program. These tables list the total anticipated construction dollars for each county, project approvals and funding sources, projects completed to date and bond election attempts.

To date 1,038 county school projects for new facilities additions, remodeling and fire safety hazard repairs/renovations, totaling $536,692,798.02 (72.31 percent of available funds) have been approved by the state board of education, leaving a balance of $205,477,958.40 (27.69 percent in construction projects) to be submitted by the counties for interdepartmental (fire marshal, health, highways, vocational rehabilitation) review and recommendation by department staff to the state board for approval. The point is again made, however, that projects representing $122,297,886 remain unapproved as a result of unsuccessful local bond and excess levy referendums.

Projects completed and inspected to date number 761 with a total cost value of $354,701,131.90.

Table 1 shows the funding sources and totals for the 55 approved comprehensive educational facilities plans. State Better School Buildings Amendment entitlement funds represent 29.66 percent of the total projects costs, with an anticipated 19.41 percent from local sources, local bond funds accounting for 40.78 percent and 10.15 percent from state federal, vocational and other funds.

The staff reviewed and the state board of education approved 23 school construction projects during the year totaling $29,828,940.05.

Table II summarizes the 1,038 construction projects that have been approved by the state board of education. State "BSBA" entitlement funds account for 37.82 percent; state/federal, vocational and other federal funds, 12.68 percent, local bonds, 30.62 percent; and local levies/other local funds, 18.88 percent.

Forty six of the 55 counties have completed one or more projects since the inception of the better school building program.

Table III summarizes by source of funds (state, federal and local) the projects that have been completed and inspected to date. Forty six of the 55 counties have completed one or more projects since the inception of the better school building program.

Table IV summarizes bond election history since 1972. During 1980, five counties (Cabell, Hancock, Mason, Pocahontas and Raleigh) held eight public school bond elections (Mason - 3; Pocahontas - 2). Only two counties (Hancock - $13,885,000; Raleigh - $14,825,000) received voter approval.

Only two counties (Hancock-$13,885,000; Raleigh - $14,825,000) received voter approval.

In 1981, two counties (Brooke and Greenbrier) held bond elections. Brooke's bond issue in the amount fo $9,865,000 passed; Greenbrier's bond issue, in the amount of $10,539,000 failed.

In 1982, only one county (Wood) attempted a bond referendum. The amount was $18,100,000 and it failed.

In 1983, three counties (Berkeley, Logan and Marion) held bond elections. All three elections failed. (Berkeley - $12,700,000; Logan - $10,000,000; Marion - $29,930,000).

In 1984, four counties (Berkeley, Mingo, Preston and Wood) held bond elections. Two elections passed. (Mingo - $7,850,000 and Wood - $3,950,000) Two elections failed. (Berkeley - $12,000,000 and Preston - $10,735,000)

During the first 6 months of 1985 one bond election passed - Wayne County in the amount of $14,300,000.

Recommendations

That the legislature provide funds for:

1. One additional professional staff member in the school transportation office is needed to assist the director of school transportation in coordinating state supervision, statewide purchase of school buses, school bus inspection and driver safety training. The necessary activities for both the administration of school bus transportation and the training of school bus operators have increased substantially. The additional staff member is necessary to carry out more efficiently and effectively school bus operators and maintenance training that is required by state board policy.

TOTAL STATE
FUNDS REQUESTED $41,834

2. Two additional professional staff members are needed in the division of school facilities planning to assist in the implementation of standards and criteria for the construction of school facilities. One planner/coordinator, with expertise in school plant planning, will assume responsibilities in assisting counties and state department representatives by providing professional planning and assistance to improve, expand and maintain school facilities on a statewide basis. The second coordinator shall have training and/or experience in the construction industry and computer technology, and will assume responsibilities related to computerizing public school facility data on a statewide basis. Pursuant to §18-9A-21, the division of facilities planning is responsible for the planning of school facility construction and renovation. This is to be effected by continual evaluation, long term planning, maintenance and improvement of educational facilities on the basis of need on a statewide level in order to provide a thorough and efficient system of free schools.

TOTAL STATE
FUNDS REQUESTED $73,945

3. A professional staff member is needed to launch the new program, "Adopt a Grandparent." While this

program will generally follow the model of the Foster Grandparent Program, volunteers would not have to meet poverty guidelines. The volunteers in the Adopt a Grandparent Program would work directly with children and under the supervision of school personnel to provide tutorial services primarily in academic subjects. Even though the program will use only volunteers, arrangements will be made to provide an allowance to grandparents for travel and meals as is appropriate. The coordinator will be responsible for developing criteria and procedures for implementing the Adopt a Grandparent Program. Once the criteria for selection of volunteers and procedures for operation are adopted, the coordinator will work with county boards of education in the recruitment of volunteers and implementation of the program.

TOTAL STATE
FUNDS REQUESTED $64,834

BETTER SCHOOL BUILDING PROGRAM

July 26, 1985

I. COMPREHENSIVE EDUCATIONAL FACILITIES PLANS APPROVED BY THE STATE BOARD OF EDUCATION

COUNTY	APPROVED "CEFP" PROGRAM BUDGET	STATE "BSBA" ENTITLEMENT FUNDS	FED-STATE VOC./ STEP "7" OTHER FUNDS	LOCAL BOND ISSUE FUNDS	LOCAL LEVIES PERM. IMPROVE/ OTHER FUNDS	TOTAL LOCAL FUNDS ALL SOURCES
Barbour	$ 8,570,406.77	$ 2,011,531.23	$ 937,323.00	$ 4,529,000.00	$ 1,092,552.54	$ 5,621,552.54
Berkeley	11,213,964.53	4,679,873.94	968,198.00	3,562,098.75	2,003,793.84	5,565,892.59
Boone	13,245,439.64	3,625,560.55	112,165.00	6,745,000.00	2,762,714.09	9,507,714.09
Braxton	5,493,882.07	1,990,418.07	242,151.00	2,840,000.00*	421,313.00	3,261,313.00
Brooke	15,254,616.68	3,203,602.68	1,136,474.00	9,850,000.00	1,064,540.00	10,914,540.00
Cabell	25,850,190.80	9,219,861.96	5,319,521.00	-0- *	11,310,807.84	11,310,807.84
Calhoun	3,901,372.03	1,245,656.85	393,518.40	2,100,000.00	162,196.78	2,262,196.78
Clay	2,532,152.44	1,971,913.02	496,000.00	-0-	64,239.42	64,239.42
Doddridge	3,602,360.06	939,807.45	559,574.91	1,871,358.00*	231,619.70	2,102,977.70
Fayette	22,374,669.61	7,782,124.21	2,075,967.00	7,600,000.00	4,916,578.40	12,516,578.40
Gilmer	4,033,383.10	910,895.10	219,734.00	2,199,935.00*	702,819.00	2,902,754.00
Grant	5,018,393.60	1,032,765.54	255,628.00	-0-	3,730,000.06	3,730,000.06
Greenbrier	6,777,712.89	4,286,294.45	991,650.00	-0- *	1,499,768.44	1,499,768.44
Hampshire	2,319,697.01	1,464,948.05	501,722.57	-0-	353,026.39	353,026.39
Hancock	22,008,476.00	3,952,439.26	3,194,600.00	13,884,487.00	976,949.74	14,861,436.74
Hardy	4,433,917.00	1,214,522.00	465,653.00	2,430,000.00	323,742.00	2,753,742.00
Harrison	23,537,351.70	7,702,671.43	2,426,510.27	-0-	13,408,170.00	13,408,170.00
Jackson	11,523,422.16	2,852,174.60	925,893.00	4,530,000.00*	3,215,354.56	7,745,354.56
Jefferson	6,412,876.76	2,856,126.30	1,671,675.51	1,638,780.00	246,296.95	1,885,076.95
Kanawha	85,257,571.93	22,142,236.60	3,000,000.00	38,475,000.00*	21,640,335.33	60,115,335.33
Lewis	13,358,351.44	1,829,789.20	4,265,300.00	6,430,205.00*	833,057.24	7,263,262.24
Lincoln	11,187,886.27	4,125,579.40	1,858,397.07	3,125,000.00	2,078,909.80	5,203,909.80
Logan	15,430,633.71	8,403,068.78	2,841,423.00	1,750,000.00	2,436,141.93	4,186,141.93
Marion	25,652,560.51	5,924,056.90	2,848,524.00	13,388,680.00*	3,491,299.61	16,879,979.61
Marshall	11,881,263.44	3,386,294.85	97,117.00	4,350,000.00	4,047,851.59	8,397,851.59
Mason	15,331,892.56	3,234,322.63	394,428.00	8,307,332.00*	3,395,809.93	11,703,141.93
Mercer	33,514,103.36	8,092,973.97	127,661.28	16,737,105.00	8,556,363.11	25,293,468.11
Mineral	8,716,746.67	3,486,073.22	659,231.49	3,354,000.00	1,217,441.96	4,571,441.96
Mingo	28,719,153.36	6,409,743.44	3,804,744.30	13,342,149.00	5,162,516.62	18,504,665.62
Monongalia	17,575,315.69	4,873,219.34	2,550,000.00	6,995,000.00	3,157,096.35	10,152,096.35
Monroe	4,675,081.44	1,545,019.82	1,149,077.25	1,807,850.00*	173,134.37	1,980,984.37
Morgan	4,043,306.46	1,313,467.89	167,422.73	1,835,000.00	727,415.84	2,562,415.84
McDowell	15,064,276.02	8,448,548.69	190,710.00	4,000,000.00	2,425,017.33	6,425,017.33
Nicholas	10,512,454.33	3,952,472.33	1,180,000.00	4,500,000.00	879,982.00	5,379,982.00
Ohio	27,264,122.00	4,128,743.00	3,238,665.00	14,235,000.00	5,661,714.00	19,896,714.00
Pendleton	1,468,322.23	1,002,007.23	82,348.00	-0- *	383,967.00	383,967.00
Pleasants	6,105,808.83	1,019,897.11	2,646,955.00	1,800,000.00	2,638,956.72	4,438,956.72
Pocahontas	3,136,793.12	1,279,437.79	145,128.00	1,550,000.00*	162,227.33	1,712,227.33
Preston	7,275,578.83	3,759,690.06	1,451,101.55	-0- *	2,064,787.22	2,064,787.22
Putnam	14,436,094.31	4,139,231.75	1,200,000.00	5,804,091.76	3,292,770.80	9,096,862.56
Raleigh	38,871,162.97	10,434,655.25	2,600,000.00	22,585,000.00	3,251,507.72	25,836,507.72
Randolph	10,899,693.45	3,455,111.79	3,225,668.00	3,537,174.66	681,739.00	4,218,913.66
Ritchie	6,862,755.06	1,396,123.67	858,062.00	3,326,528.00*	1,282,041.39	4,608,569.39
Roane	11,353,988.52	1,771,705.95	579,282.33	7,386,500.00**	1,616,500.24	9,003,000.24
Summers	5,726,456.39	1,952,504.77	142,125.99	2,700,000.00	931,825.63	3,631,825.63
Taylor	5,007,209.00	2,006,863.18	921,824.15	1,670,934.00*	407,587.67	2,078,521.67
Tucker	2,990,695.71	1,194,771.22	428,331.00	1,285,000.00	82,593.49	1,367,593.49
Tyler	4,031,713.56	1,510,881.56	378,000.00	1,877,334.00	265,498.00	2,142,832.00
Upshur	11,736,922.42	2,448,340.30	760,000.00	3,552,000.00	4,976,582.12	8,528,582.12
Wayne	25,297,733.16	6,444,839.00	2,206,000.00	14,300,000.00	2,346,894.16	16,646,894.16
Webster	6,127,762.42	1,898,339.48	1,772,747.63	2,183,525.66	273,149.65	2,456,675.31
Wetzel	11,360,404.14	2,779,318.46	950,000.00	5,037,449.92	2,593,635.76	7,631,085.68
Wirt	2,638,974.88	972,208.77	839,247.00	550,000.00*	277,519.11	827,519.11
Wood	22,776,367.77	11,220,592.35	1,795,904.00	8,772,691.94	987,179.48	9,759,871.42
Wyoming	15,777,313.61	5,214,259.69	1,060,239.00	8,315,000.00*	1,187,814.92	9,502,814.92
TOTALS	$742,170,756.42	$220,139,576.13	$75,309,623.43	$302,646,209.69	$144,075,347.17	$446,721,556.86
		(29.66%)	(10.15%)	(40.78%)	(19.41%)	(60.19%)

*Bond Election failed
**Special excess levy failed

SBE: 7/12/85

II. SCHOOL CONSTRUCTION PROJECTS APPROVED BY THE STATE BOARD OF EDUCATION

COUNTY	TOTAL NUMBER PROJECTS APPROVED	ESTIMATED TOTAL COST OF PROJECTS	STATE "BSBA" ENTITLEMENT FUNDS	FED/STATE/VOC./ STATE STEP "7"/ OTHER FUNDS	LOCAL BOND ISSUE FUNDS	LOCAL LEVIES/ PERM. IMPROVE./ OTHER FUNDS
Barbour	10	$ 8,538,388.35	$ 1,979,512.81	$ 937,323.00	$ 4,529,000.00	$ 1,092,552.54
Berkeley	21	10,994,597.84	4,664,253.06	848,380.00	3,562,098.75	1,919,866.03
Boone	22	12,231,798.27	3,575,465.88	62,165.00	6,665,500.00	1,928,667.39
Braxton	5	2,568,882.07	1,990,418.07	242,151.00	-0-	336,313.00
Brooke	15	12,874,108.00	2,656,329.00	1,061,474.00	8,204,465.00	951,840.00
Cabell	43	25,182,114.06	9,219,861.96	5,319,521.00	-0-	10,642,731.10
Calhoun	5	1,769,465.79	1,215,275.66	393,518.40	-0-	160,671.73
Clay	10	2,532,152.44	1,971,913.02	496,000.00	-0-	64,239.42
Doddridge	12	1,653,567.06	939,807.45	507,139.91	-0-	206,619.70
Fayette	43	21,791,669.61	7,782,124.21	2,075,967.00	7,600,000.00	4,333,578.40
Gilmer	7	1,444,063.00	904,795.00	219,734.00	-0-	319,534.00
Grant	5	4,525,555.00	1,008,860.10	10,800.00	-0-	3,505,894.90
Greenbrier	23	5,357,899.63	2,999,801.19	961,000.00	-0-	1,397,098.44
Hampshire	16	2,279,499.01	1,464,948.05	521,524.57	-0-	293,026.39
Hancock	7	10,344,789.00	3,952,439.26	3,194,600.00	2,220,800.00	976,949.74
Hardy	4	3,733,518.00	1,102,929.00	311,717.00	2,318,872.00	-0-
Harrison	37	20,748,208.45	7,320,062.00	2,226,510.27	-0-	11,201,636.18
Jackson	16	6,239,222.20	2,852,174.60	1,007,027.00	-0-	2,380,020.60
Jefferson	14	6,182,570.51	2,757,726.00	1,615,814.51	1,638,780.00	170,250.00
Kanawha	102	20,801,185.19	15,827,452.51	-0-	-0-	4,973,732.68
Lewis	10	6,108,595.40	1,738,232.21	3,595,300.00	-0-	775,063.19
Lincoln	24	11,146,207.20	4,125,579.40	1,882,937.00	3,125,000.00	2,012,690.80
Logan	34	13,139,413.26	7,010,788.86	3,141,010.00	1,750,000.00	1,237,614.40
Marion	16	9,445,047.75	5,413,800.00	2,649,616.00	-0-	1,381,631.75
Marshall	10	11,496,230.74	3,374,837.08	97,117.00	4,350,000.00	3,674,276.66
Mason	7	2,152,426.00	259,330.63	315,000.00	-0-	1,578,095.37
Mercer	32	26,220,028.38	7,981,915.92	36,136.28	16,479,335.32	1,722,640.86
Mineral	11	8,363,356.68	3,437,215.59	507,956.87	3,354,000.00	1,064,184.22
Mingo	33	28,322,838.01	6,395,869.35	4,098,981.30	13,342,149.00	4,485,838.36
Monongalia	52	17,184,283.29	4,684,001.17	2,550,000.00	6,995,000.00	2,955,282.12
Monroe	9	2,769,292.85	1,450,937.75	1,149,077.25	-0-	169,277.85
Morgan	9	3,995,892.46	1,301,724.08	140,740.73	1,835,000.00	718,427.65
McDowell	35	13,854,188.48	8,330,974.59	190,710.00	3,426,447.57	1,906,056.32
Nicholas	27	10,512,454.33	3,952,472.33	1,180,000.00	4,550,000.00	829,982.00
Ohio	20	25,819,144.00	3,902,155.00	4,515,000.00	14,115,000.00	3,286,989.00
Pendleton	5	1,448,322.20	1,002,007.23	98,410.00	-0-	347,904.97
Pleasants	8	6,762,308.83	1,019,897.11	1,303,455.00	1,800,000.00	2,638,956.72
Pocahontas	5	1,577,052.12	1,279,437.79	142,628.00	-0-	154,986.33
Preston	29	7,083,014.13	3,759,690.06	1,201,445.00	-0-	2,121,879.07
Putnam	31	13,724,039.16	4,139,231.75	1,200,000.00	5,745,000.00	2,639,807.41
Raleigh	36	30,744,993.00	9,455,523.00	2,100,000.00	16,906,047.00	2,283,423.00
Randolph	16	9,940,104.66	3,396,102.00	2,325,089.00	3,537,174.66	681,739.00
Ritchie	9	2,852,165.83	1,305,841.00	720,500.00	-0-	825,824.83
Roane	9	7,677,488.52	1,771,705.95	569,359.67	3,710,000.00	1,626,422.90
Summers	9	2,979,979.36	1,945,108.74	142,125.99	-0-	892,744.63
Taylor	8	2,492,765.31	1,342,000.00	921,824.15	-0-	228,941.16
Tucker	6	2,815,974.20	1,181,341.71	293,323.00	1,285,000.00	56,309.49
Tyler	8	4,031,713.56	1,510,881.56	378,000.00	1,877,334.00	265,498.00
Upshur	9	11,476,922.42	2,386,052.70	500,000.00	3,552,000.00	5,038,869.72
Wayne	32	10,527,256.13	6,280,084.28	2,206,000.00	-0-	2,041,171.85
Webster	5	6,115,762.42	1,898,339.48	1,760,747.63	2,183,525.66	273,149.65
Wetzel	6	10,936,594.50	2,779,318.46	950,000.00	4,924,286.92	2,282,989.12
Wirt	9	1,740,714.39	972,208.77	569,247.00	-0-	199,258.62
Wood	31	22,766,367.77	11,220,592.35	1,799,196.00	8,772,691.94	973,887.48
Wyoming	14	6,676,607.20	4,765,863.30	831,529.00	-0-	1,079,214.90
TOTALS	1038	$536,692,798.02	$202,957,210.03	$68,074,828.53	$164,354,507.82	$101,306,251.64

SBE: 7/12/85

III. SCHOOL FACILITIES PROJECTS COMPLETED AND INSPECTED TO DATE

COUNTY	TOTAL NUMBER PROJECTS COMPLETED	FINAL COSTS COMPLETED PROJECTS	STATE "BSA" ENTITLEMENT FUNDS	FEDERAL/STATE VOCATIONAL OTHER FUNDS	LOCAL BOND ISSUE FUNDS	LOCAL LEVIES/ PERM. IMPROVE./ OTHER FUNDS
Barbour	7	$ 8,334,993.02	$ 1,841,717.48	$ 873,723.00	$ 4,529,000.00	$ 1,090,552.54
Berkeley	22	9,017,710.75	4,470,251.06	424,697.00	3,560,256.17	562,506.52
Boone	13	6,929,127.59	1,727,000.00	-0-	3,413,000.00	1,789,127.59
Braxton	-	-0-	-0-	-0-	-0-	-0-
Brooke	-	-0-	-0-	-0-	-0-	-0-
Cabell	47	22,676,843.23	9,219,861.96	5,159,071.00	-0-	8,297,910.27
Calhoun	5	1,320,524.29	1,212,505.70	-0-	-0-	108,018.59
Clay	9	1,840,164.39	1,787,924.97	-0-	-0-	52,239.42
Doddridge	12	1,589,859.96	939,807.45	443,432.91	-0-	206,619.60
Fayette	38	19,552,250.47	7,469,756.76	1,320,000.00	6,902,681.71	3,859,812.00
Gilmer	7	1,136,203.00	904,795.00	151,550.00	-0-	79,858.00
Grant	4	2,309,884.00	921,455.00	10,800.00	-0-	1,377,629.00
Greenbrier	20	4,927,899.63	2,999,801.19	991,650.00	-0-	936,448.44
Hampshire	16	1,779,420.40	1,452,280.69	51,373.00	-0-	275,766.71
Hancock	-	-0-	-0-	-0-	-0-	-0-
Hardy	-	-0-	-0-	-0-	-0-	-0-
Harrison	31	16,720,111.03	6,880,900.00	847,090.27	-0-	8,992,120.76
Jackson	15	5,355,549.16	2,852,174.60	760,836.00	-0-	1,742,538.56
Jefferson	13	5,477,859.00	2,757,726.00	996,853.00	1,638,780.00	84,500.00
Kanawha	90	159,123.23	-0-	-0-	-0-	159,123.23
Lewis	9	2,406,640.87	1,240,590.21	395,300.00	-0-	770,750.66
Lincoln	20	9,495,385.47	3,715,724.30	1,440,565.55	2,793,952.00	1,545,143.62
Logan	3	7,741,471.18	3,339,547.00	2,237,500.00	1,750,000.00	414,424.18
Marion	3	8,752,236.00	5,413,800.00	2,624,000.00	-0-	714,436.00
Marshall	9	10,698,029.00	3,214,916.71	97,117.00	4,350,000.00	3,035,995.29
Mason	-	-0-	-0-	-0-	-0-	-0-
Mercer	18	4,343,455.73	957,040.84	-0-	1,957,504.11	1,428,910.78
Mineral	0	7,589,691.68	3,341,757.12	-0-	3,354,000.00	893,934.56
Mingo	28	16,333,706.01	5,764,554.00	3,034,144.00	4,668,814.00	2,866,194.01
Monongalia	52	9,200,402.66	4,396,204.43	2,550,000.00	1,150,000.00	1,104,198.23
Monroe	9	2,602,012.92	1,216,249.24	1,191,712.56	-0-	194,051.12
Morgan	9	2,697,617.96	827,034.59	167,422.73	1,121,677.53	581,483.11
McDowell	5	8,245,698.35	7,354,005.73	-0-	210,000.00	681,692.62
Nicholas	28	10,425,203.73	3,961,765.33	1,180,000.00	4,503,456.40	779,982.00
Ohio	[illegible]	[illegible],144.00	3,902,155.00	4,515,000.00	13,990,000.00	3,286,989.00
Pendleton	6	1,428,263.16	1,002,007.23	48,429.00	-0-	377,826.93
Pleasants	6	4,353,911.24	971,154.46	1,275,955.00	1,800,000.00	306,801.78
Pocahontas	6	1,574,302.12	1,279,437.79	142,628.00	-0-	152,236.33
Preston	7	3,550,372.13	3,410,295.00	-0-	-0-	140,077.13
Putnam	21	8,693,399.38	941,796.18	1,200,000.00	4,595,000.00	1,956,603.20
Raleigh	16	17,134,525.00	7,585,973.00	2,100,000.00	5,700,000.00	1,748,552.00
Randolph	15	9,606,468.66	3,396,102.00	2,086,893.00	3,537,164.66	586,309.00
Ritchie	2	38,759.59	-0-	-0-	-0-	38,759.59
Roane	7	6,812,503.02	1,758,635.37	76,845.00	3,710,000.00	1,267,022.65
Summers	6	2,509,656.89	1,931,400.77	21,554.00	-0-	556,702.12
Taylor	7	2,117,765.31	967,000.00	921,824.15	-0-	228,941.16
Tucker	5	2,686,284.20	1,192,523.71	152,451.00	1,285,000.00	56,309.49
Tyler	5	3,292,031.00	1,223,699.00	-0-	1,877,334.00	190,998.00
Upshur	6	10,361,909.42	2,386,052.70	500,000.00	3,552,000.00	3,923,856.72
Wayne	34	11,123,519.41	6,725,192.28	2,206,000.00	-0-	2,192,327.13
Webster	4	5,100,161.29	1,646,365.00	1,239,635.63	2,183,525.66	30,635.00
Wetzel	4	6,473,428.32	1,749,444.66	782,000.00	3,217,743.04	724,240.62
Wirt	9	1,669,474.88	943,628.03	577,447.00	-0-	148,399.85
Wood	24	18,061,156.33	11,227,582.60	1,509,000.00	4,762,798.70	561,775.03
Wyoming	5	2,760,021.84	2,163,590.28	590,000.00	-0-	6,431.56
TOTALS	761	$354,701,131.90	$148,858,182.42	$46,894,499.80	$96,113,687.98	$63,107,761.70
			41.89%	13.22%	27.10%	17.79%

SBE: 7/12/85

IV. BOND ELECTIONS ATTEMPTED SINCE INCEPTION OF BETTER SCHOOL BUILDING PROGRAM

COUNTY	DATE OF BOND ELECTION	PREVIOUS BOND ISSUE PASSED	AMOUNT OF BOND ISSUE PROPOSED	AMOUNT OF BOND ISSUE APPROVED	PERCENTAGE OF VOTER APPROVAL	AMOUNT OF BOND ISSUE DEFEATED	PERCENTAGE OF VOTER APPROVAL
Barbour	1979	1969	$ 4,529,000	$ 4,529,000	61.30		
Berkeley	1984	1974	$ 12,000,000			$ 12,000,000	49.57
Boone	1977	----	6,745,000	6,745,000	81.10		
Braxton	1978	1965	2,840,000			2,840,000	32.40
Brooke	1981	1965	9,865,000	9,865,000	63.03		
Cabell	1980	1938	32,890,000			32,890,000*	35.55
Calhoun	1975	1949	2,100,000			2,100,000	32.50
Clay	----	1969					
Doddridge	1977	1940	1,871,358			1,871,358	17.15
Fayette	1973	1951	7,600,000	7,600,000	76.10		
Gilmer	1976	1955	2,459,000			2,459,000	51.56
Grant	----	1964					
Greenbrier	1981	1966	10,539,000			10,539,000*	30.98
Hampshire	----	1962					
Hancock	1980	1961	13,885,000	13,885,000	64.64		
Hardy	1977	1972	2,430,000	2,430,000	68.14		
Harrison	1975	----	8,581,071			8,581,071	47.20
Jackson	1974	1959	4,530,000			4,530,000	35.00
Jefferson	1974	1971	1,520,000	1,520,000	63.30		
Kanawha	1976	1967	39,467,000			39,467,000	44.00
Lewis	1979	----	6,430,000			6,430,000	39.39
Lincoln	1978	1952	3,157,000	3,157,000	66.35		
Logan	1983	1969	10,000,000			10,000,000	34.00
Marion	1983	1976	29,930,000			29,930,000	35.14
Marshall	1974	1965	4,350,000	4,350,000	75.20		
Mason	1980	1950	9,366,000			9,366,000	49.54
Mercer	1979	1954	16,737,000	16,737,000	66.15		
Mineral	1973	1938	3,354,000	3,354,000	79.00		
Mingo(1)	1979	1967	4,220,000	4,220,000	61.60		
Mingo(2)	1984	1979	7,850,000	7,850,000	70.60		
Monongalia	1976	1952	6,995,000	6,995,000	66.78		
Monroe	1975	1961	1,725,000			1,725,000	25.90
Morgan	1974	1954	1,835,000	1,835,000	77.00		
McDowell	1974	1964	4,000,000	4,000,000	73.00		
Nicholas	1975	----	4,500,000	4,500,000	70.01		
Ohio	1973	1940	14,235,000	14,235,000	68.40		
Pendleton	1979	----	1,800,000			1,800,000*	38.80
Pleasants	1973	1959	1,800,000	1,800,000	60.67		
Pocahontas	1980	1968	3,280,000			3,280,000	33.81
Preston	1984	1947	10,735,000			10,735,000	35.07
Putnam	1976	1967	5,795,000	5,795,000	68.26		
Raleigh(1)	1973	1963	7,760,000	7,760,000	80.57		
Raleigh(2)	1980	1973	14,825,000	14,825,000	63.43		
Randolph	1974	1951	3,580,000	3,580,000	64.35		
Ritchie	1979	----	3,326,528			3,326,528	35.30
Roane	1977	1946	7,386,500	3,710,000	63.72	3,676,500**	-0-
Summers	----	----					
Taylor	1978	1968	3,000,000			3,000,000	45.70
Tucker	1975	1938	1,285,000	1,285,000	60.26		
Tyler	1973	----	1,855,000	1,855,000	83.30		
Upshur	1973	1956	3,500,000	3,500,000	70.63		
Wayne	1985	----	14,300,000	14,300,000	53.00		
Webster	1972	1953	1,535,000	1,535,000	75.86		
Wetzel	1974	1957	4,955,000	4,955,000	72.47		
Wirt	1975	1961	935,000			935,000	27.60
Wood(1)	1971	1964	8,995,000	8,995,000	61.35		
Wood(2)	1982	1971	18,100,000			18,100,000*	46.79
Wood(3)	1984	1971	3,950,000	3,950,000	57.77		
Wyoming	1977	1959	7,720,000			7,720,000	54.95
TOTALS			$422,953,457	$195,652,000		$227,301,457	
				(46.26%)		(53.74%)	

*Not reflected in approved CEFP's.
**Special excess levy

SBE: 7/12/85

Bureau of Finance and Administration

Counties assessed compliance with all standards and indicators in effect and also provided information regarding the cost and timeline for attaining the indicators that will be effective in the future.

Bureau of Finance and Administration

The Bureau of Finance and Administration was responsible for the coordination of the internal organization and operation of the department and development and implementation of administrative programs and projects having statewide application. The bureau provided direct assistance and counsel to administrators at the county and local levels. It was responsible for the supervision of county school budgets and the budget for the West Virginia Board of Education. The bureau also had the responsibility of transmitting all state and federal funds to the county school boards.

County Accreditation

The county accreditation standards and indicators were revised during 1984-85 to reflect Phase I requirements of the **Master Plan for Public Education**. Phase II and Phase II requirements were also included but will be effective at a future date.

Doddridge, Fayette, Hampshire, Harrison, Logan, McDowell, Nicholas, Ohio, Putnam, Summers, Taylor, Wayne, Wirt, and Wood counties were reviewed by teams of from 11 to 56 persons. In addition, cooperative monitoring groups of from 9 to 17 persons reviewed special education, AIMS, Chapter I, ECIA and Chapter II, ECIA based on their respective sets of standards.

Every school, bus garage, maintenance facility and administrative building in each county was visited by the on-site review team. A total of 350 schools were visited.

The number of noncompliances with indicators ranged from 4 to 23 with an average of 14 1/2. In addition, commendations were given to counties for exemplary efforts and recommendations were given where programs could be strengthened. The number of recommendations ranged from 10 to 47 with an average of 30. The number of commendations ranged from 10 to 40 with an average of 26.

Mini on-site review teams returned to counties that had been reviewed during 1983-84 to verify that all citations had been corrected. Five counties had corrected all areas of noncompliance. A recognition status of full approval was conferred on those counties by the West Virginia Board of Education. Nine counties had not completed all of their compliance plans and were placed on probationary status.

A training session was held in July 1985 for 325 persons who were interested in serving on county accreditation on-site review teams during 1985-86. Each review team is composed of fifty percent experienced team members and fifty percent new team members.

In compliance with §18-9A-22, all 55 counties provided an update to their County Plan for Educational Excellence. Counties assessed compliance with all standards and indicators in effect and also provided information regarding the cost and timeline for attaining the indicators that will be effective in the future.

The 1984-85 year resulted in the successful implementation of some aspects of Phase I of state board policy §2510, the foundation policy for the Master Plan, as well as other department policies and state laws regarding public education.

Personnel

The department sent position announcements to approximately 250 recruiting sources including the "Chronicle of Higher Education" and other professional journals. Three

hundred support applicants were tested, screened and referred for interviews, and 275 professional applicants were screened and referred for interviews during the year. The personnel office conducted orientation sessions for new employees, revised personnel policies, coordinated the evaluation process and completed reports relating to OSHA, EEO, etc. The personnel office also worked with a committee of health facilities employees to develop an evaluation system for employees at the health facilities.

Treasurers

Since 1974, county boards of education have been authorized to either continue to appoint the county sheriff as the board's treasurer or appoint the board of education's fiscal officer as the board's treasurer. Presently, 49 county boards of education have assumed the responsibilities of the treasurer's function by appointing treasurers other than the county sheriff.

School Finance

Minimum salary increases were $200 per year for teachers with three years or less of experience; $425 per year for teachers with four years of experience and above; $100 per educational increment for teachers at AB+15 level or above; and a $20 per year increase in the experience increment. Classroom teachers with at least 20 years of teaching experience receive an additional $600 annually. For service personnel, salaries increased $44 per month. Maximum years of experience were increased from 20 to 25 for service personnel.

In 1984, the legislature provided $29 million from revenue surplus to provide salary equalization funds, to lessen the disparities among the counties. The second year of the first phase of equity is continued for fiscal year 1984-85.

Upon passage of legislation in March 1983, the school finance office prepared to make aid payments to county boards of education by depositing funds to their accounts with the State Investment Pool. The new procedure has provided safer and faster transfer of hundreds of millions of school funds, while providing county boards with additional interest income. In one year, this new procedure has proved so successful that 54 counties are now participating in the "direct deposit" method.

The office continued with the implementation of Handbook II, Second Revision, accounting system for school finance. The system will provide new information in detail on educational expenditures, especially in the areas of special and vocational education.

Data Processing

The Data Processing Section is responsible for liaison between the department and the centralized computer facility operated by ISSD. In addition to working with the various sections of ISSD for the entry, storage and processing of the department's data, this office provides consultation, systems analysis and programming to all bureaus for needed modifications to existing computer applications and implementation of new systems.

This section currently maintains 17 major systems serving all bureaus and touching many functions of the department. These involve about 40 computerized master files and more than 400 computer programs.

A new scoring and reporting system for the State-County Testing Program has been implemented, and a number of modifications and improvements have been made in the systems and programming involving school finance, teacher certification, student dropout and continuing education reporting.

Publications And Printing

The sixth volume of STATE ED, the official publication of the state department, was distributed free to all teachers, administrators, other educators and some citizens. STATE ED continued to receive national and state honors for its educational communication effectiveness.

Presently, 49 county boards of education have assumed the responsibilities of the treasurer's function by appointing treasurers other than the county sheriff.

Classroom teachers with at least 20 years of teaching experience receive an additional $600 annually.

STATE ED continued to receive national and state honors for its educational communication effectiveness.

The publications office prepared and distributed department publications and assisted other local school systems, state agencies and educational organizations. Staff members served as consultants to other department personnel and to county school systems, and they prepared vast numbers of publications under countless titles initiated by department personnel. They assisted in the writing, editing, photography and in graphically preparing enormous amounts of publications for printing.

West Virginia Board of Education
Funds Processed During 1984-85

Administration, Instruction, State Aid to Counties

2860	General Administration	$ 3,321,217
	Tuition Waiver	125,135
	Child Development Program	528,779
	RESA	417,318
	Aid to Homeless Children	50,000
2870	School Food Service	2,127,746
2875	Statewide Testing	636,400
	Professional Competency Testing	297,004
2950	State Aid to Schools	651,409,655
2960	Exceptional Children	8,701,588
7000	General School Fund	1,757,197
		$669,372,039

State Vocational Education

2890	Vocational Division	$13,975,429

Federal Vocational Education

7794	Consolidated Federal Funds - Vocational	$ 8,756,829
8241.11	Job Training Partnership Act	4,093,397
8143.13	Curriculum Lab	8,065
8241.19	Miner Emergency Medical Training	19,840
8241.21	State Occupational Info. Coordinating Committee	96,634
8241.23	Private Industry Council	45,679
		$13,020,444

Federal Programs

7783	Child Nutrition Programs	$32,906,426
	Foster Grandparent Program	363,523
	Sex Desegregation	54,692
	State Facilitator	17,741
	Veterans Education Administration	9,215
	Indo China Refugee Program	12,758
7805	Exceptional Children	11,915,350
7816	Education Service for Institutions	238,827
7979	Veterans Education	87,236
8240.28	North Carolina Contract	18,421
	Governor's Honors Academy	8,084
8242	ECIA Chapter I	31,274,763
	ECIA Chapter II	3,317,130
	Title IV-C	9,018
		$80,233,184

FFA-FHA Camp and Conference Center

3360	FFA-FHA Camp	$ 253,356
8245.07	Room and Board	766,511
8245.08	Crafts Program	4,018
8245.12	Cedar Lakes Improvement	8,946
		$1,032,831

WV Schools for the Deaf and the Blind

3330	WV Schools for the Deaf and the Blind	$4,694,275
8453	Special Revenue	805,584
		$5,499,859

	GRAND TOTAL	$783,133,786